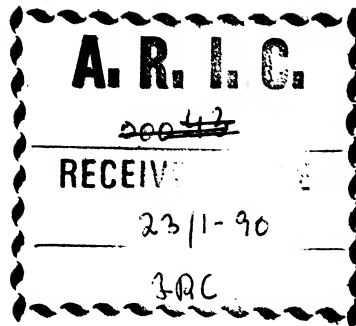


# INTERNATIONAL RESCUE COMMITTEE

## PROGRAM FOR AFGHANS

QUARTERLY REPORT  
JULY - SEPTEMBER 1989





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Cover photographs (clockwise):

Young refugee girl waiting to see the doctor at the Basic Health Unit at Shin Dand camp

The finishing touches are added to models of PMN mines at the Self Reliance Program's mine model workshop

Newly arrived refugee children outside their tent at Shin Dand camp

Refugee schoolboy attending an IRC supported school in Naryab camp

The Rehabilitation Program for Afghanistan distributing wheat and fertilizer in Paktia Province, Afghanistan

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## INTRODUCTION

The Soviet troops left Afghanistan six months ago. However, little has changed for the civilian population of Afghanistan. They are still suffering from a continuing war. Providing aid to the victims of this war, in the refugee camps and in Afghanistan, has become more of a humanitarian issue than ever before.

Five million Afghans are still living in refugee camps in Pakistan and Iran. Millions more are displaced within the country. Scud missiles continue to be fired on the urban centers, forcing people to flee from Khost, Jalalabad and Kabul. A steady stream of families continues to cross into Pakistan to seek refuge in the camps. Accounts of fighting, food shortages and a lack of medical and educational facilities are compelling reasons for refugees to remain in the camps. Estimates put the death toll for the last three months at over 500 civilians and 850 Mujahideen, while the flow of injured to hospitals in Peshawar is a sinister reminder of the continuing fighting. The millions of mines scattered throughout the countryside, on roads and in villages, will remind Afghans of the Soviet occupation for years to come.

The agony of the Afghan war continues. But as events in Eastern Europe hold the attention of the world, the on-going suffering of Afghans has been overlooked by the international press. In Peshawar, however, the International Rescue Committee continues to work to alleviate the suffering and build for a positive future for the people of Afghanistan.

We thank you for your interest and support, and hope that this report will illustrate the importance of the efforts made by IRC, and other international organizations, to assist Afghan refugees.

# THE REHABILITATION PROGRAM FOR AFGHANISTAN

## INTRODUCTION

The Rehabilitation Program for Afghanistan (RPA) has been operational since January, 1989. The general goal of the Program is to rehabilitate target areas of Afghanistan so that the refugees can return safely to their homes. The Program has chosen 21 target districts in the Provinces of Paktia, Paktika, Logar and Ningrahar, which are home to a majority of the refugees currently residing in camps in the Hangu/Thal area which IRC has served for the past nine years. Locally based administrative councils, called shuras, are responsible for administering programs in Afghanistan with technical assistance and supervision provided by RPA field staff.

## SUMMARY OF ACTIVITIES

RPA's first round of agreements with UNHCR, implemented in April this year, were successfully completed at the end of July. These agreements involved repair to 20 karezes, one spring and a well in the districts of Danda Patan, Musa Khel and Jani Khel and vegetable seed and fertilizer distribution to over 9,000 families in Jani Khel and Musa Khel. A second round of agreements was signed with UNHCR in August, entailing irrigation repair and the distribution of experimental wheat seed, fertilizer and rudimentary farm tools.

575 tons of FAO-donated improved wheat seed was transported and distributed to six districts in Paktia. Fertilizers (575 tons of diammonium phosphate, or DAP, and 1,150 tons of urea) to go with this seed should be ready for distribution in early October. This was the largest single distribution of FAO wheat undertaken by any voluntary agency, and provided the opportunity to test RPA's administrative and logistical capabilities. Working together with UNILOG, the organization which handles transportation arrangements for FAO, the entire consignment was delivered within a 12 day period. The five hundred and seventy five tons of wheat was transported to a border town by trucks, each carrying approximately ten tons. The wheat was transferred to smaller trucks and farm vehicles for transportation to the six distribution sites in Afghanistan, since the large trucks cannot travel along some of the roads in these areas.

RPA's vaccination campaign in Paktia has immunized 7,635 children and 8,360 women over the past three months. Particularly notable is the high number of women who have been vaccinated, especially in light of the fact that all RPA-trained vaccinators who work in Afghanistan are males. According to Afghans working with IRC, such campaigns were previously impossible, due to a lack of understanding about the benefits of immunization and because of strict cultural constraints. The fact that villagers in Afghanistan are asking for vaccinations may indicate that medical programs in the camps have had an influence upon the health consciousness of Afghans living in Afghanistan, demonstrating that there is a natural flow of information between Afghan refugees from Paktia and their compatriots in Paktia.

## ADMINISTRATION

RPA staff spent much time this quarter developing tighter planning and reporting systems in order to facilitate the provision of accurate information to donors. A spreadsheet for recording distribution details of all agricultural commodities, a planning table for all projects undertaken by the Engineering Division, a database detailing immunizations administered by village and a centralized system of reviewing proposals and reports have been designed. These systems will enhance information exchange between Afghanistan, Darsamand and the Peshawar office of RPA and will allow the contracts RPA signs with district shuras to be simplified and refined. An example of such a contract is contained in Table 1, Appendix I. Additionally a monthly reporting format is being developed which will provide details of all projects, proposed, on-going or completed.

### Shura Administrator Training

In September RPA decided to incorporate the shura administrator training component of the Public Administration Program with RPA training activities in Darsamand to improve the overall efficiency of the training given to shura administrators. Trainers are also being asked to spend time in Afghanistan where they will have an opportunity to provide in-service training and evaluation. A proposal has been presented to UNDP to fund this project for six months. During this time curriculum will be prepared for administrative training in various program sectors (medical, agriculture, construction, etc.) and field tested on RPA shura administrators, or Afghanistan-based administrators of other organizations. RPA is optimistic that this proposal will be funded in October.

## IRRIGATION AND CONSTRUCTION

RPA's Irrigation and Construction Program endeavors to restore the infrastructure of selected districts in Afghanistan to their previous working capacity by providing funds and technical advice to the local population. The people of the districts are expected to perform the work themselves using locally-derived materials, skills and administrative structures.

The Irrigation and Construction Division of RPA has three branches: irrigation, construction and topography. The irrigation branch prepares designs and cost estimates for the repair of the traditional irrigation systems: the karez and canal. The construction branch designs road repairs and structures, such as buildings and dams, for irrigation projects. The topography branch gathers information in the field that is used by engineers in design of projects.

### Irrigation Projects

The three UNHCR-funded irrigation projects for the districts of Danda Patan, Jani Khel and Musa Khel in the Province of Paktia were completed in August and UNHCR began funding of a second phase of irrigation repair in these three districts.

The three projects, which involved the repair of 21 irrigation systems in the Danda Patan, Jana Khel and Musa Khel districts of Paktia province, were started in April and successfully completed by July. It is estimated that 6,000 families have been helped by the repair of these irrigation systems (see Table 2, Appendix I). Most of the work involved repairing the traditional irrigation system known as a karez. A karez is an underground tunnel that is used to drain a water from

a well to a field.

The second round of UNHCR-funded irrigation projects due to start shortly involves the repair of 24 traditional irrigation systems, i.e. karezes and canals, as well as improving the traditional diversion dam design using gabions (wire mesh cages filled with stone) in the same three districts. Water diverted from the river by these dams will irrigate thousands of jeribs of land in the districts of Danda Patan and Jani Khel. Shura contracts will be drawn up and signed for each project in the agreement, using the information gathered by RPA's survey teams on each irrigation system.

The experience gained by RPA's engineering staff in completing their first irrigation projects will be useful in preparing the second round of projects funded by UNHCR. For instance, the engineers learned that some allowance needs to be made for repairing the portions of the irrigation system that feed water from the karezes to the field. Furthermore, because flood damage was a problem during the summer months, implementation of a karez repair project in the winter when the soils are dry and the water table is low should be easier.

#### Construction Projects

A detailed survey of a road between the districts of Laj Mangal and Musa Khel passing through the districts of Chamkani, and Jani Khel in Paktia was completed during the quarter. The survey details where the road needs filling and where culverts need to be installed. The topographers prepared a large scale (1:2000) map of the most heavily damaged portions of the road. This road is an important thoroughfare for RPA's shipments of wheat seed and fertilizer into Paktia Province.

#### Future Plans

During the Fall staff will continue to compile data and develop proposals for irrigation repair in Paktia and Paktika. RPA hopes to secure funds so that repairs of the section road between Jani Khel and Musa Khel can begin.

#### AGRICULTURE

The goal of RPA is to provide agricultural assistance that can eventually be self-sustaining. RPA is thinking seriously about when this point of self-sufficiency can be reached in districts where commodities are being provided. There is also concern that the introduction of large amounts of fertilizers may be harmful in the long run, however, this is offset by the belief that steps must be taken now to increase food production in preparation for the return of refugees to these areas. Although RPA is a transitional program, the long-term implications of what is being planned and implemented must not be overlooked.

#### UNHCR Projects

The first UNHCR funded agricultural project was completed. It involved distribution of vegetable seeds and fertilizer to Musa Khel and Jani Khel districts in Paktia, and was expanded to include Danda Patan and some areas in Jaji. The first consignment of fertilizer was given in April to be used for the spring maize crop. A second consignment was delivered in July. Transportation for these commodities was arranged by the local shuras.

The vegetable seeds were well received by the people of these districts. Traditionally perceived by the people as luxury crops, used mainly as medicines and curatives, vegetables are now in abundant supply in these areas as a result of this project. The corn crop seems to have benefitted from the application of fertilizer, although the extent to which the fertilizer improved yields cannot be determined until harvesting is completed in October.

Unfortunately, both maize crops and vegetable gardens were affected by hail and flood damage during the growing season. Agriculture site staff have reported five percent of maize plots and 10 percent of vegetable gardens were totally destroyed, while up to 50 percent were partially damaged by the weather.

The next round of UNHCR agreements involve provision of 12 tons (four tons for each district) of "Blue Silver" wheat to three districts, Danda Patan, Jani Khel and Musa Khel. This wheat is planted in late Fall and is supposed to do well in areas which are not heavily irrigated. Twelve tons of fertilizer will be supplied to each district to optimize the yield of this experimental wheat. Additionally, 6,000 sets of farm tools are to be provided to farmers in the three districts. The wheat will be transported by UNIOLOG, probably early in October. RPA will purchase the fertilizers and arrange with shura representatives for transportation. Shura contracts reflecting this agreement are presently being developed.

#### FAO Projects

Agreements with FAO for distribution of fall wheat and fertilizers to six Paktia districts were finalized this quarter. Five hundred and seventy five tons of improved wheat seed was transported and delivered in mid-September by RPA with UNIOLOG's assistance, as discussed in the Introduction of this report. Diammonium phosphate (DAP) and urea are also being supplied for use with the wheat seed.

There was a delay in receiving the fertilizer from FAO so RPA purchased and distributed 175 tons of DAP to ensure that at least some of the farmers would have fertilizer at the optimal planting time. FAO will reimburse RPA for the locally purchased fertilizer. The urea was ready for transportation by the end of September. The DAP is due to arrive in Karachi in October, and so will not be ready for transportation to Afghanistan until late October at the earliest. FAO and UNIOLOG are working hard to ensure that the DAP is transported to Afghanistan before it is too late to plant the wheat.

Efforts are being made to gauge the effect that these inputs have on the local economy by collecting monthly price lists of basic commodities from each of the six districts. RPA intends to monitor the effect that planting time has on yield by photographically recording the development of the crops in one or two sites. Photographs of the wheat will be taken from the same vantage point on a monthly basis in one or two valleys where FAO wheat has been planted.

At the end of September a proposal was presented to FAO for the provision of fruit tree seedlings to six districts in Paktia in time for spring planting in 1990. RPA may be able to supplement the FAO seedlings with seedlings produced by IRC's Self-Reliance Program (SRP). The feasibility of this is being discussed with SRP.

### WFP Project

At the end of September WFP agreed to provide RPA with 1,050 tons of food wheat as part of an integrated program with FAO. This food wheat, to be distributed in October, will be given to farmers who have received FAO improved wheat seed to encourage them to plant, rather than eat, the improved wheat seed. Transportation of the WFP wheat will be handled by UNILOG.

### MEDICAL

RPA has been reviewing its role in the provision of medical services in Afghanistan. Although medical services are in very short supply in Afghanistan, a problem that will intensify as refugees begin to return, there is concern about the sustainability of some medical projects, such as hospitals or rural health units. RPA has decided that, if it does become more heavily involved in a medical program, it would focus primarily on public health rather than on curative medicine. Meetings with IRC's Hangu Medical Program continue as does the investigation into the availability of medical resources in Paktia.

Meanwhile RPA is involved in two active medical programs. These are the Vaccination Program and Laboratory and Dental Technician Training.

### Vaccination Program

Under an agreement with UNICEF, IRC is vaccinating women and children in Paktia. The aim is to immunize 50,000 children and 15,000 women in Paktia by July, 1990. If the project continues to progress as smoothly as it has been, this goal should be achieved as planned. Vaccines, needles and refrigeration equipment are supplied by UNICEF. Three teams of vaccinators, trained for this project earlier in the year with the assistance of AVICEN, are vaccinating women with tetanus toxoid (TT) and children with a mixed vaccine against tetanus, polio and whooping cough (DPTP), measles, and tuberculosis (BCG). Teams go on 20 day missions with a target of vaccinating 2,000 children and 500 to 1,000 women on each mission.

During the past three months six vaccination missions were conducted in Paktia and two teams of trainees were field tested in Paktika. A total of 7,635 children and 8,360 women were vaccinated during these missions. (See Table 3, Appendix I.) In Second rounds of vaccinations were administered to 368 women and 676 children, respectively.

RPA has been encouraged by the number of women that have requested TT vaccinations, despite the fact that the vaccinators are male. RPA had anticipated, based on reports on the situation in Afghanistan and on experience in the refugee camps, that only a small percentage of women would be reached, however, the demand for TT vaccine presently exceeds the supply. At the present rate it has been projected that an additional 34,000 doses of TT will be required.

A temporary freeze-point has been established at Darsamand with the help of AVICEN, because of delays in the construction and repair of the Chamkani hospital in Paktia where RPA had originally planned to establish a freeze point. Up to 150,000 doses of vaccines can be stored in this facility. Vaccinators have been given extra training in freeze point management and maintenance. Vaccinators carry vaccines from the freeze-point to Afghanistan in portable gas

freezers.

In the next few months the vaccination teams will go to Chamkani, Jaji and Qalander. Donkeys or mules will be used to carry the 300 kgs. of equipment that the teams have to take with them, since the roads in this area are not suitable for vehicles.

#### Laboratory and Dental Technician Training

This training, initially started under the auspices of the Hangu Medical Program, was incorporated with RPA at the Darsamand Training Facility in August. It has been organized in cooperation with the Swedish Committee, who are providing supplies and salaries, MSF Holland, who will be providing training in malaria detection, and ICD, who will donate training in tuberculosis detection.

Eight Laboratory and four Dental trainees began their six-month course in August. Those in the laboratory section are already able to do simple stool exams. Intestinal parasites are very common in rural Afghanistan. They have also learned about record keeping, storage and sample collection. Dental Technology training has so far included dental anaesthesia, extractions and temporary fillings. The trainees will be ready to serve in Afghanistan, on completion of the course in January. RPA will coordinate with other voluntary agencies on the placement of the trainees.

#### Other Projects

Last quarter RPA reported that it was planning to provide some assistance to a hospital in Chamkani district in Paktia. In July the RPA Coordinator and a Canadian physician visited the hospital, and made recommendations. In the meantime, however, the Afghan Reconstruction Council, another voluntary agency, has undertaken the reconstruction of the facility. RPA has put the project on hold until reconstruction is complete because the political environment surrounding the hospital is unclear, and because RPA is hesitant to take on the running of a 40 bed hospital, having no previous experience in hospital administration. RPA is still, however, strongly considering setting up the vaccination freeze point in this facility.

An Afghan physician from Paktia, who previously worked for the Hangu Medical program, joined the RPA staff this quarter to assist in the development of a medical program strategy for Afghanistan. In September he canvassed health resources in three districts: Jaji/Ali Khel, Jaji/Ahmed Khel and Musa Khel. The research indicated that poor sanitation and unhygienic water supply were the two major causes of fevers, dysentery and diarrhea. Water supply and, possibly, some type of latrine construction will feature strongly in planning for future projects in the Medical sector. The chart provided in Table 4, Appendix I summarizes his findings.

RPA is eager to coordinate activities with other organizations to ensure that services are not duplicated. It may be possible to arrange joint projects with other organizations. Meetings have already begun with Medical Training for Afghans (MTA) to discuss this possibility. Meetings have also been held with the Health Ministry of the Interim Government in order to stay abreast of their plans regarding the health sector in Afghanistan.

## SURVEYING/MONITORING

This department moved to Peshawar in August which has improved the coordination of monitoring activities. The 50 trained surveyor/monitors have been divided into 10 teams and a schedule for surveying has been drawn up which will keep them active through February, 1990. Detailed survey forms for irrigation systems, agriculture, medical, education and general information are being used to gather data, which is then entered into databases for analysis and easy access by the staff. This allows work to be prioritized easily and also facilitates comparison of information collected by other organizations.

The surveyors also serve as internal program monitors and this quarter began monitoring RPA projects for the first time.

### Surveying

**Paktia:** Surveying of the six districts in which RPA is currently active (Jani Khel, Musa Khel, Danda Patan, Jaji/Ali Khel, Jaji/Ahmed Khel and Laj Mangal) has been completed. Two teams are currently in Sayed Karam and will be back in early October. In the coming months surveying will be done in Zormat, Spera and Jadran, which will basically complete the necessary surveying in Paktia. If the situation stabilizes in the future, it may be possible to also look at Khost and Jaji Maidan.

**Logar:** RPA surveyors visited Logar for the first time this quarter to survey Mohammed Agha. Despite the insecure situation due to bombing and low flying military aircraft, 130 villages were surveyed in this district. They report that about 85 percent of the population has fled to Pakistan. Irrigation infrastructure has been seriously damaged resulting in approximately 50 percent reduction in crop yields. Farmers who had been cultivating fruit trees requested seedlings to replace their war-damaged orchards. Although there are three clinics in the area, people complained that there were no trained doctors. They requested a vaccination program for their children. Some schools are in need of books and supplies. Surveyors also reported that the paved road from Mohammed Agha to Kabul has been badly destroyed and that most secondary roads are in a very poor condition.

Another team, presently in Azra, is due to return in early October.

A conflict over right of passage between the people of Logar and the people of Jaji district in Paktia is preventing three RPA teams, who are from Logar, from traveling to Baraki Barak. The conflict began during the early years of the Soviet occupation when Jaji people, who had not quickly joined the jihad, were accused of being communist sympathizers. They were stopped in Logar and their vehicles, which were carrying wood for sale in Kabul, were burned. This problem reemerges from time to time and Jaji people prevent people from Logar from travelling through the region. Similarly people from Logar restrict Jaji people from travelling through the area. The mission has been postponed until the situation is resolved.

**Ningarhar:** Haskamina district of Ningrahar was surveyed in September. This was the first mission of RPA surveyors to Ningrahar. A total of 90 villages were surveyed. Surveyors reported widespread devastation, noting that agriculture

infrastructure repair is the most pressing need in this area. Early in October surveyors will go to Khogiani.

**Paktika:** Surveys have been carried out in 116 villages of Sarobi, Sar Rawza and Barmal sub-districts of Urgoon and in parts of Gomal. Roads, agricultural infrastructure, schools and houses have been destroyed throughout the area. Despite the severe destruction some refugees have started returning to their villages and have begun to repair their homes and the agricultural infrastructure. The needs in Urgoon vary depending on the area. In areas where people had not fled to Pakistan and had continued cultivating their land, fertilizer is needed, but in other areas repair of irrigation systems and roads is a priority. Interest in education is high. Children were seen studying under trees and in open fields. There is a need for tents and other supplies. VITA and the Swedish Committee are providing technical assistance and fertilizer in Sarobi, however, there is still a need for irrigation repair. In some parts of Urgoon and Sar Rawza mines are a major problem, especially along the roads and on farms.

In the coming months surveyors will return to Paktika to complete the survey of some remaining sub-districts and villages of Urgoon.

#### Monitoring:

Monitoring of the first round of UNHCR irrigation repair projects began this quarter. RPA has decided to monitor irrigation projects after the first and third phases of repair. A team of RPA monitors visited karez repair projects in Musa Khel, Jani Khel and Danda Patan in July. At the time there was a tribal conflict occurring in the Moqbel valley of Danda Patan, so it was not possible to monitor every karez in that area. The results of this trip were good and the monitors found that the work was being done according to specifications. Monitors visited the projects again in September. This time some problems were noted in that about half of the karezes had not yet been completed. These concerns were discussed with the engineers, who were unhappy with the results. There had apparently been some miscommunication between the engineers about the way in which percentage of work to be done was being computed. In future it has been agreed that copies of all karez designs and work plans will be provided to the Surveying/Monitoring Supervisor, so that there are no further misunderstandings.

The Supervisor has decided that work will be more efficient if a monitoring team, separate from the surveyors, is organized. This team will be chosen in October.

#### Information Sharing

In order to avoid duplication of efforts and to share survey data and information a series of meetings were held with Austrian Relief Committee, Swedish Committee, UNDP and USAID. Survey forms, especially those relating to agriculture, were discussed.

#### **MISSIONS TO AFGHANISTAN**

Project sites continue to be visited on a regular basis by various IRC field staff. In July a mission was undertaken by the Program Coordinator to obtain

signatures from shura representatives from Jaji/Ali Khel, Jaji/Ahmed Khel and Laj Mangal, on Letters of Understanding indicating IRC's desire to assist in an area and shura obligations to IRC. This was successfully completed. The Coordinator also visited project sites in Musa Khel, Jani Khel and Danda Patan and was generally pleased with the progress of work. He was particularly struck by the enthusiasm over the vegetable seed project. Later in the month a trip to Chamkani was undertaken to further investigate the hospital there, as discussed earlier in the report.

#### THE DARSAMAND TRAINING CENTER

The Darsamand Training Center, located approximately seventy kilometers west of Hangu, is a forty room training center and is the staging point for RPA projects in Afghanistan. Facilities for Shura meetings and lodging for seventy five students are also maintained at the Center.

During the past quarter several of the Darsamand-based staff received computer training. This will hopefully improve the quality of field reporting.

The quality of reports received from shuras has been somewhat erratic and it is clear that the twelve trained Shura Administrators need some additional training. RPA would also like shuras to be able to create their own proposals in the future and it is felt that the Shura Administrators should be trained to do this. This is an ambitious objective, but an integral one if shuras are to truly control projects in their districts. In order to achieve this objective an Administrative Training Unit in Darsamand is being developed. As discussed under Administration earlier in this report, a proposal to upgrade Field Administrator Training was submitted to UNDP in September, covering the first six month phase of a two phase project to develop a sector oriented curriculum for field administrators. The curriculum would cover reporting, proposal writing, identification of problems and objectives as well as development of project strategies. This project would represent the first attempt to standardize the administrative systems used by organizations working in Afghanistan to control and direct resources at project sites in Afghanistan.

A proposal has been submitted to the Operation Salam MAP office requesting mine awareness training for all RPA cross-border staff. It is expected that this training will start in late October in Darsamand and that by Christmas all RPA staff will be able to identify and mark unexploded ordinances. The neutralization of these ordinances will, for now, continue to be handled by the shura.

## THE HANGU MEDICAL PROGRAM

### INTRODUCTION

The Hangu Medical Program was established in 1980 to provide health care to refugees in the Hangu/Thal area. There are two elements to the Medical Program, Basic Health Units and the Public Health Program, which support each other to provide an integrated network of health services to refugees, incorporating preventative and curative medicine to improve the immediate and future health status of Afghans.

There now eight medical teams servicing Basic Health Units in twelve camps, each of which has a Main Clinic, a Mother Child Health Clinic, catering to the health needs of mothers and children, and Nutrition Education, Ante-Natal Care and Vaccination Programs. These are staffed by medical teams consisting of a male and female doctor, Lady Health Visitors, a vaccinator, a dispenser, and a malaria supervisor. In addition, the team includes staff from the Public Health Program, who provide preventative services and link the BHUs to the community, such as sanitarians, female health workers and community health workers. The Medical Program also operates a dental clinic and laboratory, for inspection of slides and samples.

The Public Health Program, consisting of the Sanitation Program and the Community Health Worker Programs, is the preventative side of the Medical Program, operating on a community level. The Sanitation Program is responsible for latrines, water supply and general health education. The Community Health Worker/Village Extension and the Female Health Worker Programs train volunteer men and women from the refugee community in basic health care concepts. These volunteers visit refugee families to advise refugees to use the services offered by the BHUs, ensure that patients follow doctors directions, and inform refugees of test results. At the same time, the Community Health Workers (CHWs) educate refugees in a range of health related topics so that the health of refugee families is improved through preventative measures, such as vaccinations, ante-natal care, assistance with child delivery, nutrition and personal hygiene. Through the Community Health Worker Program, almost every refugee family in IRC's twelve camp is visited regularly by a volunteer CHW. CHWs are supervised by paid Community Health Worker Supervisors, who stay in close contact with the BHU and are responsible for ensuring that information flows from the BHU to the CHW, and then to the refugees themselves.

### SUMMARY OF THE QUARTER

The Hangu Medical Program has had a challenging quarter. The Medical Program's BHU and MCH budgets were reduced significantly, just at the time when the Medical Program staff were trying to extend services to the newly arriving refugees in Shin Dand camp. Since March a number of measures have been taken to cut costs, resulting in reductions in personnel and services to the refugees. Additionally, Stichting Vluchteling, of the Netherlands, Refugees International, of Japan, The New Zealand Embassy and UNHCR reacted swiftly and generously with emergency funds for the particularly vulnerable new arrivals.

In August, a new Medical Coordinator, Senior Medical Officer and Referrals Doctor were appointed. All three positions are now held by Afghans, which is a first for the Medical Program. The officers have adjusted to their new positions of responsibility very quickly and have done an excellent job of maintaining morale at a difficult time.

## BASIC HEALTH UNITS

### MAIN CLINICS

#### Introduction

IRC runs Basic Health Units (BHUs) in twelve camps. All of these are now housed in permanent structures, with the exception of Naryab and Shin Dand BHUs which are in tents. Budget cuts have necessitated a number of organizational changes. The number of medical teams serving the twelve BHUs was cut from eleven to eight, which required rescheduling the teams attendance at the BHUs so that all camps continued to be serviced adequately. Four Lady Health Visitors (LHVs), two assistant LHVs and three dispensers were terminated and additional staff cuts were made by transferring staff to RPA. This has increased the work load for the remaining staff significantly. In order to ensure that the medical care offered by the BHUs does not suffer as a result of the staff reductions, outreach activities have been confined to nutrition education, home visits to malnourished children, ante-natal and post-natal visits carried out by LHVs. It is hoped that the vaccination outreach program can be reinstated shortly, with assistance from the Community Health Worker program. Special drug purchases have been stopped, although Rs.300 (\$14), down from Rs.1000 (\$48), is still allocated each month for the purchase of life-saving drugs in special instances. Some of the more expensive lab tests have also been stopped, such as water culture tests, and the number of sputum tests has been reduced by 50%. Despite all of these cost saving measures, the BHUs have continued to provide essential services, thanks in large part to the hard work of the doctors and Medical staff.

Additionally, in spite of the reductions, the Medical Program managed to open a new BHU in September. The new BHU is located in Naryab, and is open once a week. It is staffed on a rotational basis by the medical teams from Thal I and II, Kahi and Shin Dand camps. The clinic was established with minimum expenditure, using equipment and supplies from other BHUs. The camp has a population of approximately 9950 refugees, or 1240 families, most of whom move to the area during the summer from Mianwali camp, in the Punjab. The camp previously resisted offers of a BHU, but over time have realized the benefits and requested that IRC establish a clinic for the camp. So far attendance has been very high on the one day that it is open each week.

#### BHU Attendance

The number of visits to BHUs remained normal, with 131,251 visits compared to 130,346 visits in the previous three month period. Disease patterns were as expected for the season, with ENT, upper respiratory, skin and gastrointestinal problems being the most prevalent.

### Malaria

The number of malaria cases has increased, particularly cases of Falciparum malaria. The breakdown between strains of malaria is summarized below:

|              |                     |       |
|--------------|---------------------|-------|
| P. Vivax     | April-June 1989     | 2,616 |
|              | July-September 1989 | 2,596 |
| P.Falciparum | April-June 1989     | 32    |
|              | July-September 1989 | 449   |

The rise in Falciparum cases has occurred despite spraying in all camps, but this is a normal trend for this season.

### Tuberculosis

The TB control program is running smoothly. The newly appointed medical officers attended a TB workshop in September that covered case finding, follow-up, monitoring and preparation of statistics, cultures and sensitivity tests.

### Referrals

A number of changes have been implemented in the referral of refugees from BHUs to hospitals in Peshawar or Kohat for further treatment. Patients are now referred from the BHUs to the referrals office in Hangu. Each case is re-screened and, if necessary, referred to particular hospitals which accept IRC refugee patients free of charge. The average expense per referral patient to be reduced from approximately Rs.400 (\$19) to less than Rs.170 (\$8) per patient.

A summary of the referral figures shows that the number of patients being referred from the BHUs to Hangu has been reduced dramatically. The slight rise in the number of referrals from Hangu to Peshawar is the result of a number of new arrangements with hospitals and medical facilities in Peshawar allowing IRC to send more refugees for surgery or specialist care.

|                     | Referrals from BHUs<br>to Hangu | Referrals from Hangu<br>to Peshawar |
|---------------------|---------------------------------|-------------------------------------|
| April-May 1989      | 912                             | 217                                 |
| July-September 1989 | 553                             | 310                                 |

### DENTAL PROGRAM

911 patients attended the Dental Clinic at Mohammed Khoja camp during the quarter. This is comparable to the attendance recorded during the period from April-June 1989. This program has been enthusiastically accepted by refugees, however, there is an urgent need for a female dentist to encourage more women to attend. Funds have been requested for this additional staff position. A new dental assistant joined the staff during the quarter. He will assist the dentist in extractions, scaling and oral injections, and will provide dental health education to patients waiting to see the dentist.

### LABORATORY

The Laboratory staff have been suffering from an increased work load, due to

staff cuts related to the budget and the addition of the Naryab BHU. As a cost saving measure the Laboratory decided to stop doing expensive water culture tests and, as from October, it will also stop doing pregnancy tests. The Laboratory now has only one technician qualified to examine sputum, causing a 50% reduction in the number of TB exams that the lab can handle each day. The Laboratory was responsible for training malaria supervisors for Shin Dand camp and Mohammed Khoja camp to deal with the seasonal rise in malaria cases. The Laboratory has been screening all family members of positive Falciparum malaria cases, in an effort to eradicate sources of malaria through active surveillance. During the past quarter a refresher course was held by the Laboratory for LHV's on hemoglobin testing using the Sahli method.

#### MOTHER CHILD HEALTH CLINICS

The number of visits to the Mother Child Health Clinics (MCH) was down slightly this quarter due primarily to a number of holidays in July and August. There was, however, a record number of visits in month of September. 41,609 children's visits were recorded during this quarter, compared to 42,527 in the period from April-June 1989. The number of children under the age of five coming to MCHs for the first time to register was 2,156, down by 552 on the previous quarter. The staff were encouraged by an increase in September in the number of previously unregistered children coming to the MCHs to register and receive growth cards. The number of infants under one month old was 1,109, which is about the same as the previous quarter.

As would be expected at this time of year hepatitis, dysentery, gastroenteritis, skin infections, diarrhea and dehydration were the main problems. However, the number of cases of diarrhea, skin infections and dysentery was similar to that experienced in the previous quarter. The Program has been emphasizing the importance of administering Oral Rehydration Solution (ORS) at the first signs of vomiting, diarrhea or fever. Mothers are shown how to prepare and administer ORS when they come to the MCH clinics with their children and when they come for ante-natal visits.

#### Nutrition Education Program and Home Visits

This Program was introduced at the beginning of the year to replace the special feeding program. Under the present Program LHV's visit the homes of malnourished children, identified by the BHUs and teach the mothers how to better care for their children. Mothers are given nutritional education and feeding demonstrations, during which the women receive samples of nutritious food and shown how to properly prepare such food for their children. Lessons in nutrition, hygiene and the causes of common diseases are also conducted for women at the MCH clinics. The Program now operates in twelve camps, including Shin Dand, the new arrivals camp.

This quarter both the number of children attending and the number of children newly admitted to the Program increased. The total number of children attending was 2,193, representing an increase of 403 over the previous quarter, and the number of newly registered children was 371. This increase was principally due to new arrivals, whose health status on arrival in Pakistan tends to be low.

891 of the 2,193 children in the Program gained weight. The number of children discharged during the quarter was lower than usual which can be explained by the fact that this is a particularly bad season for diarrhea. 1192 children were discharged between January and March, while 301 were discharged between April and June. Only 83 were discharged between July and September.

394 home visits were made during the quarter. This is slightly low due to some political tension in July. Home visits were temporarily stopped so as not to aggravate the situation.

#### Demonstration Rooms

The Demonstration Rooms have been very busy during this period because diarrhea is so prevalent. They have been emphasizing the preparation and use of Oral Rehydration Solution (ORS), as well as the prevention of diarrhea and skin disease.

#### Ante-Natal Program

Attendance of the Ante-Natal Program was higher this quarter than it has been all year. 3059 women attended, 1323 of which were newly enrolled during the quarter. This is an important and encouraging development, allowing the LHVs to screen for potentially high-risk pregnancies and to ensure that the pregnant women are immunized against tetanus. Iron pills and folic acid are distributed, and the women are also educated about pregnancy, delivery and nutrition.

873 deliveries were reported during the quarter. 62% of the women who gave birth received help from family members and 24% received help from TBAs or MCH trained staff. 9% were self deliveries.

#### Shin Dand Camp

Shin Dand camp is home to approximately 10,000 refugees who arrived in Pakistan since November 1988. Their health status was low when they arrived, since many had not had access to medical facilities in Afghanistan. IRC assumed responsibility for medical services in Shin Dand at the end of May, and the health condition of the refugees has since improved. A BHU was established, although it is still housed in tents, staffed by a permanent medical team. Registration of families was completed in July, and vaccination, ante-natal care and an MCH clinic have been established. 25% of the newly arrived refugees were found to be malnourished due to the poor conditions in Afghanistan. A Nutrition Education Program and a feeding program, for children suffering from 2nd and 3rd degree malnutrition, were set up to alleviate the problem.

During the quarter 4,163 children attended the MCH, 281 of which were newly registered children under five years old. 115 children are currently registered in the feeding program. The staff feel that this a relatively low number indicating that severe malnutrition is presently not a real problem in Shin Dand. There was some concern about the conditions of children in the camp, which resulted in a visit from UNHCR. They found everything to be satisfactory. In addition, the MCH staff conducted a survey of 907 children under five years old, using the information on the growth cards and by measuring arm circumference. The results were encouraging. 64% were healthy, 24% were slightly malnourished, 10% had 2nd degree malnutrition and 2% had 3rd degree malnutrition. Given the cramped conditions in the camps and the fact that these refugees have arrived so

recently, the staff felt that these results were quite encouraging. The survey did, however, indicate that there is a need for health education in the camp. The Medical Program intends address this need by implementing educational programs to teach weaning practices and diets suitable for children. The Medical Program were pleased to find that all children approached during the survey had growth cards. Results of the survey are contained in Table 1, Appendix II.

## PUBLIC HEALTH

### COMMUNITY HEALTH WORKERS/VILLAGE EXTENSION WORKERS

#### Introduction

IRC has been involved in the training of Community Health Workers (CHWs) in the Hangu/Thal area since 1986. 23 Community Health Supervisors (CHWs) and 699 CHWs are currently working in twelve camps in the area. This program was introduced to provide a link between the Basic Health Units (BHUs) and the community. The CHWs work in the community stressing preventative health measures and following up on patients receiving treatment from the BHUs. Each CHW is responsible for visiting approximately thirty families, encouraging them to use the medical services available to them and, when necessary, referring refugees to the BHUs. This work is voluntary. The CHWs receive no monetary compensation from IRC. Recently, the Hangu Medical Program decided to update the curriculum in order to include additional subject material that was particularly applicable to repatriation, such as mine awareness, when they return to Afghanistan. As part of the change the health workers have been renamed Village Extension Workers (VEWs) in anticipation of their playing a role in the health education of their Afghan villages. Previously trained CHWs will receive refresher courses which incorporate the new material. In addition to the CHW/VEW program Motivational Teams visit the camps each afternoon to update community leaders on IRC's Medical Program, and explain changes and new developments to the refugee community.

#### Training of VEWs

The training of new VEWs has kept staff very busy over the last quarter, but as the training progresses it is becoming more and more apparent that the VEWs will be able to apply their skills in Afghanistan, which is encouraging. Seven more Community Health Supervisors (CHSs) successfully completed their course in August and are already training VEWs in the camps, under the supervision of the program teachers. 207 VEWs were trained in Lakhti Banda, Naryab, Doaba, Dallan and Thal I camps during the quarter. 474 others are in the process of being trained in Katakanra, Kotki I and II, Mohammed Khoja, Kai, Doaba, Darsamand, Dallan, and Thal II camps.

Some additional agricultural material has been integrated into the VEW curriculum, including topics such as vegetable cultivation, inter-cropping, storage techniques, drying of fruit and vegetables, poultry and animal husbandry. These courses are being taught by agriculturalists from IRC's Self Reliance Program.

#### Community Health Workers

CHWs have been continuing to work hard in the twelve camps. Over 70,000 home

visit were made by the 699 CHWs, and over 27,500 patients were consequently referred to the BHUs. See Table 2, Appendix II for more detailed information. Motivational teams have been working hard in Darsamand, Kata Kanra, Shin Dand, Kotki II, Kai and Mohammed Khoja camps in assisting with the introduction of VEW Program.

As part of the overall effort to cost cutting effort, it was decided that CHWs would no longer be supplied with drugs for their medical kits. It is too early to determine the impact of this change although there is some concern that it will be detrimental to the future recruitment of VEWs and could lead to CHWs taking their responsibilities less seriously.

## FEMALE HEALTH WORKER PROGRAM

### Introduction

The Female Health Worker Program (FHW) was established in an effort to improve the delivery of health services to women, who traditionally have been medically under-served. The program trains small groups of women, usually in the homes of one of the women, in basic health care concepts. The women are taught improved methods of assisting with delivery of children, detection of danger signs and abnormal deliveries, the importance of ante-natal care and immunization, prevention and treatment of diarrhea, general hygiene and child-care. The women are illiterate and so topics must be explained carefully and repeated several times. The atmosphere during classes is relaxed and extremely supportive, with the women helping each other to understand how to improve the health status of women refugees. The women are presented with a certificate and a delivery kit, containing soap, sterilizing bowls, clean cloths and a plastic sheet, at the end of the five week course. The FHWs receive refresher courses, although the trainers have been impressed with the general level of retention of the course material. The trainers visit the FHWs' homes regularly to give support and to get an accurate record of the number of deliveries assisted and the number of women and children referred to the BHUs. There are currently 1,088 active FHWs in the Hangu/Thal area.

### Training of FHWs

124 women completed training in Naryab and Kotki I and II camps, and another 76 women are presently mid-way through courses at Doaba camp. This is the first time that courses have been taught in Doaba for three years when 21 women were trained. The women in Doaba are primarily from Paktia Province, and are highly motivated and very keen to learn. 231 FHWs received refresher courses in the last three months. A new UNHCR/UNICEF training manual has been field tested during the last quarter. The FHW Program Manager had provided a lot of input to the initial development of the training manual, and has been encouraged by the FHW trainers reaction to it. Five of the ten lessons have been tested so far.

FHWs reported that there had been 385 deliveries, 735 women had been referred to the BHU ante-natal clinics, and 3,092 children had been referred to BHUs during the quarter. Additional statistics on the Program are contained in Tables 3 and 4, Appendix II.

During a class this quarter on neo-natal tetanus and sterilization one of the trainees broke into tears, and started telling the group how she had lost two

babies when she was living in Afghanistan. She said that she had not understood the importance of sterilizing procedures during delivery and both children had died of tetanus before they were twenty days old. The deaths of her children could have been prevented had she known then what she had just been taught. She reiterated how grateful refugees were for the knowledge of health, sanitation, and hygiene that was being gained through the FHW Program.

Another FHW reported the successful home delivery of twins in Kata Kanra camp. Follow up visits found that the woman and the babies were all doing well.

#### Knitting Program

This program was established for pregnant women to provide an opportunity for the Lady Health Visitors (LHVs) to get acquainted with the women and to encourage them to seek ante-natal care and assistance at the time of delivery. Unfortunately attendance has been lower this quarter because the vehicle used to help the women to the knitting class has been transferred to another program, and there are currently no replacements available.

### THE SANITATION PROGRAM

#### Introduction

IRC is responsible for sanitation in twelve camps in the Hangu/Thal area, which includes the establishment and maintenance of latrines and water supply. In addition, the Program offers health education as a supplement to the overall goal of creating a sanitary and healthy environment in the camps. The work is carried out by Sanitarians, assisted by two teams of "motivators" who visit the camps encouraging the use of latrines.

#### Summary

Most refugees now have latrines so the Sanitarians are concentrating on improving the water supply, especially in Shin Dand camp, and on improving and maintaining latrines.

#### Shin Dand Camp

Most families in Shin Dand, the new arrival camp, are still living in tents. Sanitarians have been working hard to build latrines throughout the new camp. Continued efforts to coordinate with DACCAR and PHED have resulted in a gradual improvement in the problematic water supply situation. Supplying the tents at the far end of the camp continues to be difficult due to a lack of pressure in the piped water system. A mobile surface tank has been moved to the end of the camp and this is filled up by a water tanker on a daily basis. Other areas of the camp are supplied from surface tanks that are filled by underground pipes which bring water from a nearby well. There is a shortage of water for washing and construction. The lack of water has made the barren land of Shin Dand impossible to use in the construction of mud walls around the tents to provide additional shelter and protection for the women. The first heavy rains set off a building spree. However, during the next rains the refugees watched as the walls they had built dissolved in front of them.

#### Water Supply

The Sanitarians continue to improve shallow wells by replacing buckets and

ropes, posts, wheels and the concrete aprons surrounding the wells, and to chlorinate wells. Water samples tested at the IRC laboratory. Additional repairs and improvements were made to gravity springs and surface tanks. Details of this work and the materials used are contained in Table 5, Appendix II.

#### Latrines

Five Ventilated Improved (VIP) latrines were built for the BHUs and schools during the last three months, bringing the total number of VIP latrines up to 674. Fifteen latrines have been repaired for BHUs and schools. Two pilot flush latrines were completed for UNHCR at the Mohammed Khoja and Darsamand construction camps.

#### Health Education

713 health education sessions were held during the quarter on a range of topics including TB, personal hygiene, environmental hygiene, eye infections, clean water, worms, flies, diarrhea, ORS, nutrition, use of screens, malaria, stagnant water and use of VIP latrines.

#### Vector Control

The Sanitarians continued to dry ponds, pour kerosene on others, collect and disposed of garbage and built soakage pits in an effort to prevent the breeding of mosquitos. A comprehensive mosquito spraying campaign was completed in August.

## THE EDUCATION PROGRAM

### INTRODUCTION

The Education Program is IRC's largest program, providing a very wide range of opportunities to many different groups within the Afghan refugee community. The program has a number of goals, and the goals continue to change as the general political environment changes. Initially the program aimed to provide assistance to secondary school refugee students whose education had been disrupted by their having to flee from Afghanistan. This assistance was primarily in the form of textbook development and science teacher training. Since then the program has expanded to include primary education, boys and girls secondary schools, teacher training and support of party and Commissionerate schools. Most recently the Program has extended its focus to the provision of training in specific skills that will be needed in the rebuilding of Afghanistan, such as engineering skills, health educators and public administrators. The Education Program currently includes the following individual programs:

Men's English Language Program  
Hangu English Language Program  
Journalism Program  
Lycee Malalai (Girls Secondary)  
Teacher Training & Textbooks  
Construction Engineering Program  
Teachers Institute  
Early Childhood Education Training  
Support to Small Schools

Women's English Language Program  
Women's Health Educator Trainers Program  
Language Teacher Training Program  
Experimental School (Boys Secondary)  
Inter-Party Schools  
Construction Supervisor Training  
Mother Child Center  
Hangu Education Program

Assistance in the field of education is one of the most requested forms of aid by the Afghan refugee community. Many Afghans, who prior to the Russian invasion, resisted education now realize that an educated populace is necessary if their country is to be rebuilt and developed successfully. They are also aware that the establishment of an educated population is necessarily a long, time-consuming process, and recognize the need to begin this process among Afghans living in the refugee camps in Pakistan, so that it can continue in Afghanistan once the refugees are able to return. However, as the world community has begun reassessing aid to Afghans, there seems to have been a shift in focus from refugee assistance to repatriation. This shift overlooks two major considerations: firstly, the fact that large scale repatriation has not begun due to continued instability and fighting inside Afghanistan, and secondly, that refugee assistance programs include training and education which are both essential elements of preparing refugees for repatriation. Curtailment of educational aid at this point will prolong the establishment of a well educated people, and further delay efficient and effective reconstruction in Afghanistan. A lack of funding in the field of education has other unfortunate repercussions. It sends out a confusing signal to a population who are still struggling to decide what role education should play in the future of their society and culture. Afghan refugees, having just begun to recognize the importance of education, perceive a shortage of funds for education as an attempt by the donor community to hamper their desire for education. When told that the donors are giving funds to be spent on education inside Afghanistan rather than in the

camps, refugees in the camps respond that they find it difficult to see the distinction between Afghans in the camps, who intend to return to Afghanistan as soon as it is safe, and Afghans currently in Afghanistan. Where Afghans receive their education is irrelevant, since the assumption is that all will return, carrying with them knowledge and skills, acquired through the educational process, that can be applied to the task of rebuilding their destroyed nation.

## MEN'S ENGLISH LANGUAGE PROGRAM

### Introduction

The goal of the English Language Program (ELP) is to provide quality English language instruction and training to Afghan refugees to assist in the rebuilding of their nation Afghanistan.

### General

Starting in February 1985 with 70 students, the English Language Program grew rapidly into the largest English Language Program in Pakistan. With the aid of several funding sources, the Program is currently able to offer 5 levels of English instruction, from beginning literacy to advanced classes, to approximately 1500 students, in several different locations around Peshawar. In addition to offering English classes, the Program emphasizes teacher training. Presently there are 1,175 male students attending 58 classes. There are 35 Afghan instructors and 3 expatriate instructors. The administration is primarily Afghan with 2 native speakers; a Teacher Training Specialist and a Resource Developer.

The Program is more than an English course; it can be viewed as a vocational institute, a resource center and a job bank. There are students or graduates who work for the Interim government, study at Peshawar University, work as doctors, freedom fighters, journalists and teachers.

### Academic

During the semester break, the ELP enrolled 132 students in a summer intensive program. This course was specifically designed to prepare students for a new advanced course to be offered during the second semester of 1989. The students seemed to appreciate the culturally appropriate materials gathered for this class from outside sources, such as the Middle East Magazine. 128 students passed the course out of the 132 that were enrolled. This represents a great improvement over previous tests and attests to the quality of instruction and new materials.

The planning for the fall advanced course was finalized in August. This course will combine the previous levels 5 and 6 into one level, decreasing the amount of time needed to learn English from 2 years to eighteen months. The new course has also allowed the Program to reduce the number of native speakers on the staff. Grammar will be taught from the textbook that was used in former level 6 classes, while advanced reading, listening and writing skills will be taught using culturally appropriate and internationally relevant materials collected from outside sources by ELP staff. The teaching of translation skills has also been added to the advanced curriculum.

Registration for the Fall semester took place in August. Budgetary constraints

forced ELP to turn away more students and to register about 200 students less than in the previous semester. 1150 students were registered and a total of Rs. 262,025 (\$12,477) was collected in student fees.

For the first time, ELP registered handicapped students. The three handicapped students registered this semester were injured in Jihad, and will receive ELP scholarships enabling them to study English for free.

ELP class statistics are contained in Table 1, Appendix III.

#### Administration

The organizational structure of ELP was changed to reflect budget constraints and staff changes. The primary change is that the position of academic manager has been divided among 3 people: the ELP Manager, the Teacher Training and Curriculum Specialist and the Resource Center and Material Development Specialist.

The Teacher Training and Curriculum Development Specialist, who arrived in September, will be responsible for Potential Teacher Training ("PTT"). The newly arrived Resource Center and Material Development Specialist is responsible for developing self-study materials, needed for the new advanced curriculum, as well as establishing a resource center.

Other administrative changes occurring this month included the introduction of student ID cards, as a security measure, and the elimination, due to lack of funds, of the 50% IRC immediate relative scholarship and the 50% perfect attendance scholarship.

#### Future Direction

It is critical that a program as large as ELP (1157 students) constantly re-evaluates itself and adjusts to the changing needs of refugees. In light of this, the program will continue strengthening its teacher training component, revising the curriculum and encouraging other organizations to establish their own English programs using ELP's teachers and resources.

Table 2, Appendix III, contains the profile of an ELP student. This article gives an account of the importance of ELP from a student's perspective.

### WOMEN'S ENGLISH LANGUAGE PROGRAM

#### Introduction

The Women's English Language Program (WELP) endeavors to provide Afghan women with the language skills necessary to become active participants in the efforts being made to improve their conditions as refugees and prepare them for the arduous task of repatriation and reconstruction of their nation.

Since its inception in 1985, Women's ELP has grown from an enrollment of 25 students to 330 students by September 1989. There are currently 15 classes from beginner to advanced levels. These figures demonstrate that, despite the obviously controversial nature of such a program, there is strong demand for women's English language instruction among the Afghan refugee population. Initially the Program relied heavily on the language skills of native English

speakers, however, almost all of the teachers are now Afghans or Pakistanis. Many of these teachers gained their English language and teaching skills through this Program.

#### Overview

The first semester of 1989 was completed in August with 6 students graduating from level 6. In-service training and teacher training was given during the summer break, while the academic manager and the staff prepared for the new semester that started at the beginning of September.

#### Academics

329 women were enrolled for the second semester, representing an increase of 34%. Despite the increase, the Program still had to turn away many women due to both logistical and budgetary constraints. Scheduling and logistical arrangements were complicated by the increased number of students, however, the semester has progressed smoothly so far.

Providing adequate transportation for all women to and from school is a pre-requisite for the continuation of the Program and a constant burden for WELP administrators. An additional bus was engaged, shared with Women's Public Administration, to cope with the increased number of students, however, the buses are still very over-crowded. The Program is concerned that financial assistance for this essential service may be withdrawn by 1990 and so is currently seeking alternative sources of funding.

Eleven students from Nasir Bagh and Kachagari camps joined the Program this semester. These women are so eager to attend English language classes that they spend more time travelling to and from the program each day than they spend in class. This has prompted the Program to look into the demand for, and financial viability of, outreach programs. See "Future Direction".

Details of the Final exam results and statistical data about WELP's current enrollment are contained in Tables 1 and 2, Appendix IV.

#### Training

Three ninety minute mine awareness training sessions were conducted during the quarter by a Canadian female mine awareness team. In-service training for teachers this quarter included pronunciation, teaching games and reading workshops. Potential Teacher Training workshops were held, resulting in one of the five participants gaining a teaching position with WELP. The workshops will continue throughout the next quarter.

#### Future Direction

Thanks to support from the United States Information Service, WELP will be able to establish outreach programs in Kachagari and Nasir Bagh camps. WELP has been asked by these two camps to supply teachers and textbooks to enable women in the camps to learn English. Men's ELP has several outreach programs but this will be a first for the women.

## HANGU ENGLISH LANGUAGE PROGRAM

### Introduction

Hangu English Language Program ("Hangu ELP") provides quality English language instruction and training to Afghan refugees in the Hangu-Thal area. Hangu ELP began in 1986, as one of Men's ELP's Outreach Programs, to provide free English language instruction to IRC employees. The Program has grown rapidly in both size and scope, and has developed into a collection of outreach programs located in the different camps between Hangu and Thal. In October there will be 16 teachers and 480 students, in addition to the 80 students in outreach classes. The last quarter has been spent preparing for this expansion, developing resources and training teachers at IRC's Field Office in Hangu.

### Academics

The pass rate of the third test, administered at the beginning of August, showed an encouraging 20% improvement over the previous test. This can be attributed to the introduction of various prescriptive measures which were described in the previous Quarterly Report. 70% of the students passed and will graduate to a higher level next semester. Full details of the exam results are contained in Table 1, Appendix V.

### Registration

Despite the introduction of registration fees for students, demand for new classes was very high. There will be approximately 480 students, 16 teachers and 24 classes next term, constituting a 30% increase in the number of students over the previous semester. Table 2, Appendix V contains additional details on enrollment.

Student representatives had previously agreed to the introduction of a Rs.20 (approximately \$1.00) registration fee and a Rs.10 (approximately 50 cents) monthly fee for the duration of the semester. Sons of martyrs and widows are exempt from this charge. The money collected will be reinvested into the Program in the form of grammar books, reading materials, cassettes etc. The Afghan teachers also believe that a minimal fee will encourage a higher degree of commitment from the students and so enhance the overall quality and effectiveness of the Program. Furthermore, the introduction of student fees marks a move towards achieving the goal of establishing a self-sustaining program, which will be a more appropriate model for teachers wishing to set up their own programs in Afghanistan in the future. Teachers operating in Afghanistan will have to work more independently, without a large scale organizational infrastructure.

### Personnel

ELP Hangu's Academic Assistant, Mhd. Sharif, was promoted to Manager of IRC's Self Reliance Agricultural Program. Sharif registered as a Level 2 ELP student in Peshawar in 1983. His story is a good illustration of the value of English language for Afghan refugees:

"I had problems when I was first admitted to the Agricultural University in Peshawar, because my English wasn't good enough. I decided to enroll as a student in the IRC English Language Program and after starting as a Level 2 student, I graduated from the advanced class. Learning English has helped me with my studies and with my work

with IRC and in the future, it will be very important for the rehabilitation of Afghanistan."

#### Outreach Classes

Outreach classes continued through the summer break. These are classes that are requested by specific groups, such as the IRC surveyors and the IRC educators, who both started classes in August. A new course for the vaccinators working for IRC's Rehabilitation Program for Afghanistan (RPA) is planned for October. Hangu ELP provides teachers, training and textbooks, although the outreach courses operate independently of Hangu ELP.

#### Teacher Training

Teacher training workshops were held once a week through July and August. In addition a month-long training seminar was started in mid-September. The seminar will serve as a refresher course for the experienced teachers and as a training course for student and outreach teachers. Communicative teaching and gaining practical experience through peer teaching and practice are being emphasized in the seminar. So far the response from the teachers has been very positive. Additional details on Teacher Training are contained in Tables 3 and 4, Appendix V.

#### Resource Development

During the last quarter the program has focused on improving the quality and range of teaching resources. In particular the Program has tried to add to the teaching resource kits and has encouraged teachers to expand on and supplement the textbook. During the summer break teachers were given work assignments to produce supplementary materials and quizzes. Pictures, including double action and progressive pictures, were made, visual aids such as clocks and color charts were produced, and handwriting booklets, reading and self-study books have been added to the collection of resources available.

While there have been no classes students have regularly visited the English Resource Center. Unlike in Peshawar, there are few opportunities for students in the Hangu area to practice English outside the classroom. It is hoped that a well stocked Resource Center and the teachers' resource kits will go some way towards compensating for this.

### THE JOURNALISM PROGRAM

#### Introduction

The goal of the Journalism Program is to teach men and women basic news writing and newspaper production skills, increase student awareness of the world around them and foster objectivity.

Students study English medium-writing techniques for news and feature stories, while strengthening basic skills in grammar and punctuation. They learn note-taking, interviewing and story organization techniques. Classes are primarily taught in English but one day a week is devoted to the study of these same concepts in their native languages, Dari and Pushto. Native language study gives students added confidence, strengthens often weak native language skills and helps stimulate student interest in a journalism career. The program publishes

two newspapers, Bouquet Among the Ashes, an English newspaper, and Naweed e Fatah, a Dari and Pushto newspaper.

Participants in this program, now in its third year of operation, have been successful in finding jobs as translators and guides for foreign journalists, at media or public relations offices of political parties and as writers in media centers.

### Summary

During the last three months the two summer courses were completed and evaluated. The first edition of the Dari and Pushto newspaper was published and work continued on the next edition of the English newspaper. Registration was held for the Fall Level I and III classes, which start in October.

### Summer Courses

The summer intensive journalism class for beginners ended during this quarter. In July students practiced their interview techniques on volunteers from around Peshawar. Situations were selected to offer practice on common types of stories: accidents, new projects and financial changes for organizations. In August Steve Levine, a reporter who writes for Newsweek, The Chicago Tribune, and Newsday held a question and answer session for students and there were also two guest lecturers: Ahad Mirzad, formerly chief editor of internal news at the Bakhtar News Agency in Kabul, Afghanistan, and Habibullah, a former cameraman from Kabul who gave an introductory workshop on the use of video cameras.

Performance on the final exam was satisfactory and all fifteen students passed. The news stories that students wrote for the exam demonstrated a good grasp of basic skills in newswriting, story organization and the selection of quotable material. Overall grades were based on written homework assignments, classroom interview assignments, geography presentations, reports and quizzes, as well as the final exam. Four students were put on academic probation reflecting poor performances in particular aspects of the course, such as homework or attendance. These students must arrange teacher conferences before being allowed to continue in Level III. The majority of the students who took the course, however, are ready to begin more practical newspaper work this fall and seem excited at the prospect.

One of the successes of the summer course was that several students who were initially resistant to the idea of studying journalism in Dari-Pushto have now said they liked the native language section of the course. Additionally, several beginning students, who claimed that they had enrolled in the summer course to improve their English, said, after having completed the beginners course, that they had decided to pursue careers in journalism.

Despite these promising developments, the summer intensive class format needs to be reviewed. Students found it difficult to concentrate for three hours during the heat and also had little time to absorb material. Alternatives include holding a slightly longer course for only two hours each day, or rearranging the year-round course schedule so that an intensive class is unnecessary.

Extra credit classes were also held during the summer for intermediate students who had completed Level II in the spring. Attendance fluctuated widely and

eventually dropped from 7 to 3 students. Although all the students who dropped out were forced to do so for legitimate reasons, the program manager does not recommend such an arrangement in the future unless a minimum of 10 students show consistent attendance. From a program point of view, the course was a useful trial for a variety of seminar topics which can be used in the future.

Statistical information on the summer courses is contained in Table 1, Appendix VI.

#### Fall Semester Courses

Entrance exams for a new beginning class were given in late September. A total of 40 students took the test, from which a maximum of 25 students will be selected.

Level I and Level III classes are scheduled to start in October. Level I will continue to focus on basic newswriting concepts and skills and geography, with one day a week taught in Dari. Level III classes will focus on feature writing and newspaper production, with one day a week devoted to black and white photography. Both classes will meet five days a week for one and a half hours.

The program manager plans to create some practical production projects for the students to practice on before they begin work on the two newspapers. Ideas include a brochure about the journalism students with profiles and photos and a small bulletin about the school.

#### Newspapers

The first edition of Naweed e Fatah, the Dari/Pushto newspaper, is currently being printed and will be distributed in early October. The two-page paper includes stories about mines in Afghanistan, relations between India and the Afghan government and Journalism Program graduates' opinions about their fields of work. The next edition of Bouquet Among the Ashes is currently scheduled for publication in October. Both newspapers faced delays this summer, partly because many of the articles were written by graduates who had other job commitments and were not available for editing on a regular basis. The program manager is confident that these production problems will be eradicated this fall because the new class of students is now ready to write and excited by the prospect.

#### Future Direction

During August a survey was conducted to determine female interest in a journalism course. Women's journalism courses were suspended along with the Women's English language classes at the end of 1988. The journalism course, unlike Women's ELP, was never restarted, because the former program manager felt that interest was waning. Initial reports indicate that many of the respondents speak only Dari, which may constitute a problem since the program is primarily taught in English. Most of the eight women who were in the Level II class that was suspended last year are interested in continuing the program. The results of the survey will be discussed at a meeting scheduled for early October.

One potential idea that will be discussed in October is the possibility of converting an upper-level Women's ELP course into a pre-journalism course. This would enable the women to improve their reading and writing skills, while having some initial exposure to journalism in anticipation of enrolling in a real journalism course afterwards.

In addition, discussions with the main office are underway to make arrangements to use the new darkroom that they are building to teach students basic black-and-white film developing techniques.

#### Graduate Achievements

Shaukat Zamani, former Bouquet editor, is currently on a six-month journalism fellowship in the United States. Copies of articles he has written for different newspapers are attached in Table 2, Appendix VI.

A former journalism student, who is editor of a Human Rights Bulletin, also published the first edition of his publication during the summer.

### WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM

#### Introduction

The goal of the Women's Health Educator Trainers Program (WHETP) is to train qualified Afghan women as health educators focusing on community health and primary prevention, the basics of epidemiology, and teaching techniques.

The Women's Health Trainers Educator Program was created in response to the need for refugee women to have access to information which can prevent illnesses and diseases in their communities. Due to strict Islamic laws, many Afghan women can not take advantage of the predominately male employed health care network. WHETP hopes that educating women in preventative health care will enable Afghan refugee women to improve their living environment, personal hygiene, and the nutritional status of their families, while also leading to an overall decrease in communicable diseases.

The first course began in July 1989 with 23 students. They attend classes in general health education, lesson planning, evaluation and teaching techniques three hours a day, five days a week. A teaching practicum will be initiated in October, and will last approximately six weeks. After graduation, these women will be qualified to instruct illiterate and literate Afghan refugees in basic health care.

#### Academics

There are currently twenty-one students enrolled in the course. Two of the original 23 women who started the course had to leave the program during the quarter. One relocated to the United States and the other returned to Afghanistan. Average attendance has been excellent during the quarter. The students have been given three tests on the health portion of the curriculum and have been evaluated on an in-class health education teaching module. Details of test and evaluation results are contained in Table 1, Appendix VII.

The teacher training portion of the class began in August and will continue through the end of the course. The students have learned practical information on topics such as needs assessment, objective writing, lesson planning, teaching methodologies, and evaluation. In a teaching exercise students successfully combined the health and teacher training portions of the program to design and present their own health education training sessions to the rest of the class. A copy of the student teaching evaluation form is contained in Table 2, Appendix

VII. Students will begin the field teaching practicum in October at three Afghan women's clinics in Peshawar.

Further changes and additions have been made to the Dari translation of the manual. A final copy of the health training manual will be completed in time for the second class. The first edition of the health manual has been reviewed and praised by several organizations. Afghan Medical Aid (AMA) has requested copies of the manual for use in their Lady Home Visitor's course and for their clinics in Afghanistan. A teacher training manual is also being developed and will be completed by January. An updated Health Training Manual Table of Contents is contained in Table 3, Appendix VII, and the tentative Afghan Health Educators Teacher Training Manual Table of Contents is contained in Table 4, Appendix VII.

Arrangements have been made for the students to do a six weeks field teaching practicum at three Afghan women's clinics, The Afghan Women's OB/GYN Hospital, The Afghan Children's Hospital and The Afghan Mother Child Care Clinic. Two of the three clinics have existing health education classes available for patients, and are interested in expanding or creating a more permanent preventative health education department. The original intention was to place students in several Basic Health Units (BHU's) within Peshawar area refugee camps, however, the camps suggested by The Pakistani Project Director of Health (PDH) were too far away to be practical.

During September, in collaboration with Operation Salam, plans were made for the students to participate in a fifteen hour Mine Awareness Training. As health educators, these women will have an excellent opportunity to reach refugee women with life-saving information about mines. The possibility will be explored to put some of these women through a more intensive master trainers course on this topic. The Mine Awareness Training will take place in November after completion of the field practicum.

The students have improved remarkably in just three short months. These women had little or no previous knowledge in the concepts of preventative health or methods of teaching. They have now gained a degree of proficiency whereby they are able to teach health messages to illiterate women.

One of the students has been working as a volunteer in the health education department at an area hospital. She has been offered fulltime employment after graduation. The initiative taken by this woman has inspired her fellow students to explore the various places they can employ their health education expertise.

## THE LANGUAGE TEACHER TRAINING PROGRAM

### Introduction

The goal of the Language Teacher Training Program (LTT), which was established in 1988, is to provide in-service teacher training and curriculum development in the areas of English, Dari and Pushto for secondary schools. Each year LTT holds 2 month-long teacher training workshops, attended by language teachers from IRC supported Commissionerate and party schools. During the rest of the year, LTT visits IRC supported schools to offer guidance on curriculum development and methodology. Additionally, LTT has a curriculum development department, that

develops workbooks to accompany Dari and Pushto language textbooks, a publication department, that translates and edits materials from other agencies in Peshawar, and English language outreach classes in camps around Peshawar.

#### Teacher Training

A 3-week teacher training seminar took place during July, designed to improve the quality of teaching in Dari, Pushto and English languages. Response to the seminar was highly favorable with 66 teachers participating in the training. Topics covered included lesson planning, development of educational objectives, story telling techniques, reading skills, guided writing and the use of pictures and flash cards. The participants found the methodology taught valuable and seemed eager to put it into practice. Please see Table 1, Appendix VIII for statistics.

#### Outreach Programs

The Outreach Programs were established in response to a demand for English classes among Afghans in refugee camps outside Peshawar. Its purpose is to provide low to intermediate level English language instruction to Afghan refugees.

Outreach Programs are held in nine different locations. Classes are established in camps as requested by refugees, and also on an individual basis for other organizations, such as other NGOs who want to give their staff a chance to learn English. 1,858 students have been assisted this quarter. In August, two new outreach programs joined the Program, one in Bagn Banan camp and one for International Medical Corps (IMC). Classes and curriculum are the same as those offered by ELP in Peshawar.

Statistical information on LTT's Teacher Training for secondary schools and outreach programs to date is contained in Tables 2 and 3, Appendix VIII.

#### Dari/Pushto Curriculum Development

The Dari/Pushto Department completed the pre-reading and post-reading activities for grades 8 -12, for use with the Dari and Pushto textbooks currently used in the secondary schools. The materials are being revised, however, because they were designed for 90-minute class periods, and it has since been discovered that class periods are usually 45 to 50 minutes long. A new format was pilot-tested during a 50-minute class period. The teachers reported that the materials were very practical and met the students' needs. Work is currently under way for similar materials for use in grade 7 classes.

#### Publication Department

The publication department received materials for editing, writing and translating from different Peshawar based NGOs. The work was finished and Rs.11,000 (\$525) received in payment. The Program is in the process of selecting translators from the thirty six candidates who applied for jobs.

#### Future Direction

Many young Afghan refugees have received most of their schooling in Pakistan and so lack communication skills in their native languages. These native language skills will be important in the rehabilitation of Afghanistan. LTT is looking into the possibilities of offering Dari and Pushto language classes to improve

the native language communication skills of young Afghan refugees. There are also plans to develop a library and resource center in these languages to use for research or reference.

## THE LYCEE MALALAI

### Introduction

The goal of the Lycee Malalai is to provide quality secondary school education for Afghan refugee girls.

The school was established in February 1986 by a very determined female Afghan educator and freedom fighter because she and other Afghans were concerned about the lack of secondary education for Afghan refugee girls in Peshawar. In 1986 the school had only 30 students. Currently there are 195 girls attending classes in science, math, English, Dari, Pushto, social science, religion, and home economics. For the past three and a half years the school has offered these girls a warm and friendly place to interact, mature and prepare themselves for their futures and the future of Afghanistan.

### Events

Two major events occurred this quarter that caused great concern for the future and the security of the school.

The former principal and founder of the Lycee Malalai left Pakistan in May 1989 to settle in Australia. Prior to her departure she appointed Nejiba Mansori to be the next principal. This seemed to be a good decision as she was popular with the staff and students at the school. However during the summer, Jamiat-i-Islami, the political party who support the Lycee Malalai, appointed another woman as principal. In late August discussions were held with Jamiat-i-Islami and the coordinator of the IRC Female Education Programs to attempt to resolve the issue. Different factions within Jamiat-i-Islami supported different candidates as principal, and it soon became apparent that IRC could not get involved in internal Afghan politics. Instead, IRC did everything possible to encourage the two factions to come to terms. Negotiations continued and the issue was still not entirely resolved when the Lycee opened for the new semester on September 3, 1989 with Nejiba Mansori as principal. In the meantime, Jamiat-i-Islami has appointed a new representative to deal with women's education. This new representative has agreed that Nejiba Mansori is capable of administering the school, so the issue seems to have been satisfactorily settled.

On September 19th there was an assassination attempt on the life of the vice-principal at the school. Mehmooda, the vice principal, was called to the front gate at 3:00 pm after the students and teachers had gone home. When Mehmooda reached the gate a stranger pulled a gun and attempted to kill her. The IRC guard stepped in front of Mehmooda and was hit by five bullets. Miraculously, he is still alive. The guard was rushed to the hospital and the police and IRC administration called. Initially it was difficult to determine whether this was an attack on the school or Mehmooda personally. After questioning it was revealed that Mehmooda had recently received telephone threats and that strangers had been knocking at her family's gate late at night. The UN High Commissioner

for Refugees Protection Office was contacted and the case placed in their hands. With their aid, Mehmooda and her family have safely left Pakistan.

Sadly, this incident is typical of the political tension, apprehension and uncertainty that Afghan refugees in Peshawar experience daily. In response to this incident the IRC security system has been reviewed, a security officer appointed and several steps taken to try to avoid any similar incidents in the future. Strict gate admission procedures have been initiated at Lycee Malalai, a spy glass installed in the gate and Jamiat-i-Islami has posted one of their armed guards outside of the gate. IRC still provides guards inside the gate.

#### Academics

Classes began September 3, despite these incidents, and both staff and students seemed eager to be back at school. During the summer, the school had been repainted and provisions made for the 50 new students; uniforms, textbooks and stationery were purchased for these students. The school's enrollment is currently 195, making the school very crowded. The 8th grade had 43 students and so was divided into 2 classes. Some of the other classes are still too large to really be very effective. This is a problem the Lycee has never had to face before. It is only recently that the school has had to place girls on a waiting list. This was a difficult step to take since it involves depriving these girls of a quality education which they are so eager to receive. A list of classes and details of enrollment are contained in Table 1, Appendix IX.

#### Future Events

At a meeting held in September, IRC female program managers and administrators at the Lycee discussed ways in which the female programs could work together in the future. It is hoped that some of the Women Health Educators will be able to give classes at the school and that some of the Mother Child Care Center pre-school teacher trainees can "student teach" at the Lycee Malalai. In October applications will be accepted from the Lycee Malalai teachers to fill the position of vice-principal. The process of collecting books to form a small library for the school will continue. To date 81 Dari and Pushto books have been collected.

### THE MOTHER-CHILD CENTER PROGRAM

#### Introduction

The goals of the Mother-Child Center Programme (MCC) are to stimulate the development of Afghan children and support Afghan women in carrying out projects for children in urban and rural areas.

MCC consists of two projects, the Hangu MCC Children's Project, which opened in April 1988 in Kahi Camp, and the Early Childhood Education Training Project (ECETP), which opened in April 1989 in Peshawar. The Hangu MCC provides activities and conducts informal health education for children up to the age of twelve years old. The ECETP in Peshawar is a training and resource center, consisting of a six month course in early childhood education for Afghan women, a preschool for students to work with children and a resource library of printed material and learning aids. The ECETP also coordinates, and shares resources, with other projects for Afghan children, including the Hangu MCC Project.

#### Mother-Child Center Project (Kahi Camp/Hangu)

Children who attend the Hangu MCC Project, which is open on weekday mornings, participate in a variety of lessons and other activities. The younger children play with dolls and wooden toys and participate in health and hygiene lessons. Older children are engaged in drawing and cutting activities, storytelling sessions, lessons on health, hygiene, mine awareness and Islam.

The Hangu MCC Project is finding a lack of space to be a problem. As the project has become more accepted by refugees in Kahi Camp and the number of children who regularly attend the MCC has increased. An average of 50-70 children attend per day, but on particular days as many as 130 children visit the MCC. Accommodating this many active children in one building is difficult. The noise level has increased, making it difficult to present lessons to older children while younger ones are playing. The staff, consisting of three women, really needs to be expanded to cope effectively with the increased number of children.

The MCC staff had plans of constructing an outside playground in the open area adjoining the Hangu MCC building for the older children to alleviate the overcrowding. However, the camp's religious leaders refused to give permission for the construction of a playground on the grounds that they felt that many boys would come to the Hangu MCC, not for lessons and activities, but only to play outside. They also felt that the playground would be used not only by girls, but also by women, and that people in the camp would be able to see them, thereby violating the women's and girls' purdah.

The staff has decided instead to change the arrangements inside the Hangu MCC building and introduce more interactive teaching methods that can accommodate a larger number of children.

The MCC Program is also investigating appropriate ways to work in Shin Dand, the camp for newly arrived refugees. MCC staff hope to construct an outside playground for children and a small mud building in which to conduct informal lessons and activities, similar to those at the Hangu MCC.

#### Early Childhood Education Training Project (Peshawar)

During this quarter the Early Childhood Education Training Project (ECETP) conducted its second term of classes. The twelve ECETP students are women, ranging in age from 20-41. They come from nine different provinces, and their educational backgrounds vary from completion of ninth grade to some university experience.

Students take three classes and participate in two hours of work-study each day. During the quarter they studied techniques of observation of children, the proper care of children under two years of age, and three preschool subjects (math, exercise and art). The three preschool subject classes included theory, methodology and content. During the work-study students constructed low-cost learning aids for young children of the ECETP preschool, the MCC Hangu Project, and projects of other organizations. Students also attended a four hour workshop on "Storytelling for Children as a Medium for the Preservation of Culture" and wrote traditional Afghan stories told to them as children. The students also assisted in the ECETP preschool (for children of students and teachers) and assisted in the office.

ECETP is finding that the students are expecting the Program to help them find employment after graduation. The Program is currently examining some alternative ways in which students can establish their own projects for children, such as developing informal home-based projects, coordinating with hospitals which have children's wards, and establishing small projects for children in camps nearby Peshawar. During the next month MCC staff will be working with interested students to implement these ideas.

110 Afghan women have already applied for the fifteen spaces in the ECETP for the next six month course due to start in January. The ECETP is limited to fifteen by the space available. Rapid expansion at this early stage is unfeasible due to budgetary, staff and management constraints, however, the high demand for the ECETP course points to the need for more programs that train women in education and care of pre-school aged children.

Statistics relating to the Program are contained in Table 1, Appendix X.

#### THE TEACHER TRAINING AND TEXTBOOKS PROGRAM

##### Introduction

The Teacher Training and Textbooks Program (TTT) was IRC's first education program and has two major goals. The first is to facilitate the development of a small group of trained teachers, and the second is the development of quality math and science textbooks for middle and secondary schools. Over 500 teachers have been trained and about 40 science and math texts (in Dari and Pushto) for high school students have been developed since the Program's inception. Since January 1989 about 101,000 copies of textbooks have been printed for use in middle and secondary schools for Afghan refugees.

##### Teacher Training Seminars

During the past quarter two seminars were conducted for science and math teachers from Peshawar and the surrounding area. The seminars covered subject material as well as teaching methodology, with an emphasis on encouraging student participation and using local materials as teaching aids. Pre and post seminar tests showed a good improvement overall, although the results indicated that the improvements were greater among those teachers who came from schools outside Peshawar. This reflects the fact that more qualified teachers tend to prefer to teach in urban schools. Teachers from the schools located in rural regions are generally weaker, have had less exposure to training, and, therefore, have more room for improvement. Full details of the evaluation tests and details of individual tests for both of the seminars are presented in Tables 2, 3a and 3b, Appendix XI.

##### Textbooks

Preparation of science and math textbooks continues to make good progress. 28 of the 32 textbooks required for grade 7-12 have been printed. Calligraphy for laboratory manuals for grades 7, 8 and 9 has been finished, and the manuals are now with an artist who is completing the diagrams and figures. A total of 35,000 copies of various textbooks are printed/reprinted during this quarter. Within the last three months 22,006 textbooks have been supplied to various schools in Pakistan, as well as 1,705 textbooks to schools in Afghanistan.

Full details of the progress made during the quarter and in the year to date are presented in Tables 4, 5 and 6, and details of textbooks supplied are presented in Table 7, Appendix XI.

IRC's science and math textbooks are widely accepted in the schools run both by political parties and by the Commissionerate for Afghan Refugees. The textbooks are also used in schools inside Afghanistan, which are supplied through various Commanders. Recently, TTT was pleased to hear that the Education Support Sector (ESS), the University of Nebraska at Omaha's project sponsored by USAID, working through the Interim Government, adopted IRC's textbooks for use in schools in Afghanistan. A copy of the contract between ESS and TTT is contained in Table 8, Appendix XI.

TTT is continuing to conduct a survey of schools to enable more accurate estimations of the number of textbooks needed. The data collected during the survey is contained in Table 9, Appendix XI.

Laboratory equipment was provided to Wahdat Islami Lycee of Jamiat Islami Afghanistan at Dargi refugee camp for use by students in physics, chemistry and biology classes.

## CONSTRUCTION SUPERVISOR PROGRAM

### Introduction

This Program, which developed out of the Construction Engineering Program, offers 9 and an 18 month courses teaching the skills necessary to supervise construction of simple public buildings, roads and water supply and irrigation systems; projects needed in the reconstruction and rehabilitation of Afghanistan. There are currently 36 students enrolled in the 9 month course and 15 students enrolled in the 18 month course.

### Practical Training

Students participated in practical training for one and half months during June and July. Arrangements were made for them to work on engineering and construction projects affiliated with various NGOs, including IRC's Self Reliance Program (SRP). The students were exposed to a range of different activities, including road surveying and construction, masonry work, application of simple construction maps, foundation work, plumbing, electric wiring, production of mud bricks, roofing with local material, plastering and finishing. Students will be evaluated on the basis of site engineers' reports and technical reports on the practical training experience written by the participating students.

An activity chart presented in Table 1, Appendix XII summarizes the practical training project. A sample report from SRP, Hangu and a certificate from GTZ are contained in Tables 2a and 2b, Appendix XII.

### Academics

The second semester of both programs started in August. In response to student feedback, some revisions have been made to the curriculum. Project management, construction operation safety and mine clearing have been combined into a single course, and a surveying and construction course has been added to the 9 month

program. Additionally, a basic surveying course will be offered in the 9 month program as an extra course. Another change is that the Program has very generously been offered use of the wiring laboratory at GTZ's Technical Training center. Students will use the facility during the electrical wiring section of the course. Details of enrollment are contained in Table 4, Appendix XII.

## THE CONSTRUCTION ENGINEERING PROGRAM

### Introduction

The Construction Engineering Program is designed to train Afghans in appropriate civil engineering technology to standards equivalent to those of the former engineering Faculty at Kabul University in Afghanistan. The Program offers a three year academic and practical program for 12th grade graduates, which includes field training at various refugee camps.

### Practical Training

Students participated in field practical training during the summer vacation, giving them an opportunity to gain practical experience in different types of engineering projects. Students were involved in the survey of engineering projects, construction of roads, bridges, buildings, karezes and irrigation structures in Pakistan and Afghanistan. 14 first year students and 9 second year students were assigned to various NGOs on an apprenticeship basis. Evaluation of student performance will be based on a technical report of activities submitted by the students, questionnaires completed by the NGOs that took apprentices, and a report on the practical training experience that students will present during the course of the next semester.

Details of the type of work, corresponding organizations and location of the projects are presented in Table 1, Appendix XIII. A sample evaluation questionnaire and report from SRP Hangu are contained in Table 2a and 2b, Appendix XIII.

### Facilities

Computer sets have been installed for students use, and the library and conference room are also ready for use. The materials laboratory has been reorganized and is used every week by all classes in both the Construction Engineering and Construction Supervisor Programs for materials experiments. New equipment was purchased in the areas of soil mechanics, cement and concrete.

### Proposals

Proposals have been prepared for continued funding of the Construction Engineering and Construction Supervisor Programs. After a number of revisions it seems that funding is likely to be approved by USAID, although it may not be for the total amount requested. A proposal has also been submitted to UNOCA.

## TEACHERS INSTITUTE

### Introduction

The Teachers Institute is a two year college level program, established in 1988, designed to train new secondary school math and science teachers. These new

teachers, drawn from the camps, as well as from Peshawar, will be able to provide an effective education to middle and secondary school students in Afghanistan once the refugees return.

#### Academics

312 students participated in the entrance examinations held during their summer break. 79 students were selected, and 70 have registered for the semester starting in September. 36 have chosen the chemistry and biology option and 37 have chosen the mathematics and physics option. Efforts were made to admit students from as many regions of Afghanistan as possible. In this way, the class will contain students from the remote regions of the country who, after graduation, will hopefully return to their home region and work in the rural areas. 16 provinces and 64 regions are represented amongst those admitted this year. Further details are contained in Table 1, Appendix XIV.

Written and class demonstration tests were administered to candidates for permanent positions at The Teachers Institute. Results will be announced once the successful candidates have cleared a security check.

### **THE EXPERIMENTAL SCHOOL OF THE SCIENCES**

#### Introduction

The Experimental School of the Sciences is an Afghan refugee secondary school. Its purpose is to give bright refugee boys the opportunity to receive a quality secondary education and to prepare them for higher education.

The school has a highly competitive admissions process and is also very selective in hiring teachers. The high and continuously increasing number of boys taking the entrance examinations reflects the good reputation that the School has managed to establish.

#### Academics

354 applicants took the seventh grade entrance examination that was administered in July. They were competing for 60 positions. Sixty candidates from 15 different provinces were selected. Candidates are chosen according to their performance in the exam on a province by province basis to ensure that there is a good regional mix. Exams to fill a few vacancies in other grades were given in September. There was an overwhelming number of applicants for the places, for example, there were 105 applicants for the two places in the eighth grade.

The new term started on September 10th. A graduation ceremony was held for last year's twelfth grade on the first day of the term. Of the 20 students that graduated, eleven are attending medical school, two are attending engineering school and one is at the Islamic Institute in Hyattabad.

#### Financial

Fluctuations in the krona exchange rate caused the last funding grant to be lower than expected. Meetings were held to identify areas in which the School could cut costs. The teachers agreed to forgo overtime payments and ad-hoc salary while continuing to work extra hours. However, The Swedish Committee have since approved for emergency funds to be granted to The Experimental School and

so some of the proposed cuts, such as the proposal to stop giving students uniforms, can be avoided.

## INTER-PARTY SCHOOLS

### Introduction

IRC supports five schools for refugee boys, run by different political parties. IRC took over the schools from InterAid on the basis that the schools would institute measures to improve the quality of education, such as stricter testing of teacher applicants and monitoring of teaching. IRC's TTT Program provides the schools with teacher training and textbooks and, encouragingly, attendance has improved by about 50% since IRC became involved.

### Academics

During July and August four of the Inter-Party schools were on summer vacation. Twelve teachers from these schools attended a science and math seminar offered by TTT and nine attended TTT language seminars at ELP. The teachers performed well, with two Inter-Party teachers placing first in different sections of the science seminars.

The four schools that had been on vacation opened for the new semester in September, although Omar Farooq Lycee has not admitted students for first grade yet since they do not have enough transportation for these students. The school is working with its party to resolve this problem.

### Financial

Unfortunately the donor who has provided funding for Seddiq Akbar and Hazrat Osman Lycees in the past will not be able to fund the schools after December. The respective party's education presidents were informed and a meeting arranged to determine future action. Both parties said that they would try to hand the schools over to the Interim Government.

Statistics relating to the last three months are contained in Table 1, Appendix XV.

## THE HANGU EDUCATION PROGRAM

### Introduction

The purpose of the Hangu Education Program is to develop and support educational programs for Afghans in Kohat District, Kurram Agency, North and South Waziristan and, to the extent possible, inside Afghanistan. To further this purpose, the following five programs were begun in mid-1988:

- Assistance to Afghan party schools.
- Start-up, support and supervision of primary schools and classes.
- Start-up, support and supervision of adult literacy classes.
- Supervision of youth apprentices.
- Teacher training.

The Hangu Education Program has had many requests for additional assistance and had hoped to expand its Program in most of the different project areas. However, faced with a static budget for 1990, the Hangu Education Program will have to reduce the expectations of its programs. The staff held lengthy discussions to decide which of the programs should be cut or reduced. It was decided that primary education was the highest priority and cuts should only be made in that area as a last resort. In order to save money, it was decided to cut the Literacy Program and the Youth Apprentice Program and a decision was made to increase efforts to find additional funding for educational programs in 1990 to enable further expansion to occur.

By the end of September, some progress had been made on finding additional funding. The Swedish Committee has requested that a Dari-speaking teacher trainer course be held starting in January 1990, and they have agreed to pay for the cost of the course. This will enable the Program to continue 10 of the literacy classes for another 6 months starting in November. This was a great relief to the staff as they had feared that if the literacy classes, which were so difficult to begin, were discontinued, they would not be able to be started again.

#### Afghan Group Schools

Under this program, books, supplies, tents and tarps and supplementary salary assistance are supplied to Afghan schools requesting assistance.

Last year, 5 Afghan groups requested assistance for 103 schools with 15,079 students in North and South Waziristan, Kurram Agency and Kohat District. Books and supplies, including such things as notebooks, slates, pens, pencils, rulers, geometry boxes, erasers, pencil sharpeners, chalk and blackboards, and tents and tarps were supplied to all schools. This year, 6 Afghan groups requested assistance for over 200 schools with approximately 30,000 students in the same areas. Because the primary school books were provided free this year from the Education Support Sector, the Hangu Education Program was able to supply all of the schools which requested assistance with the same books and materials provided last year. However, due to budgetary considerations, only one tent and tarp is being supplied to each school this year. Many of the new schools requesting assistance have no tents and no buildings. The students now have books and supplies but study outside, sitting on the bare ground. It would obviously be helpful if they were able to at least study in a tent, sitting on a tarp.

Although there were some problems, the logistical process of supplying the schools was greatly improved over last year. Supplies were shipped directly to central locations in North and South Waziristan; the remainder went to the Hangu Education Program office for distribution in Kohat and Kurram. In the last three weeks of September, the staff was able to deliver materials to 152 schools. Deliveries to all schools in North and South Waziristan and Kohat District were completed and schools in Kurram Agency were begun. Many of the Afghan group schools are in remote, dangerous areas and are very difficult to locate. Additionally, 207 book deliveries were also made to all 55 of the Program schools and classes, which between them serve 24,000 students. The achievement of this complicated and difficult task can be attributed to a great deal of hard work and dedication of the part of the entire staff.

### Primary Schools and Classes

Because girls and some boys are not able to attend existing schools, the Hangu Education Program supports primary schools and classes in mosques and homes. Teachers are screened, trained and supervised by the Hangu Education Program, and books, materials, tents, tarps and teachers salaries are provided.

The new semester started for Hangu Education Program primary schools and classes on September 10. Most of the primary classes did not begin their studies until earlier this year, so the students will continue to study at the first grade level. There are, however, 10 second-grade classes starting this year for those students who completed the first grade last year. No new first grade classes have been started due to budget constraints. One girls class was discontinued because of propaganda against female programs and because of untrue rumors that IRC was taking pictures of girls classes.

The one boys school in Naryab, Abu Hanifa, which opened last year, continues to do well. They now have 11 classes, grades 1-6; a wall around the school has been constructed, and a well completed with the help of the IRC Sanitation Program. Each of the teachers contributed money to construct a small room for staff meetings. IRC will also contribute some money to complete construction.

### Adult Literacy Classes

In response to the very low literacy rate among Afghans, the Hangu Education Program started adult literacy classes. The Program supervises and screens teachers, and supplies books, materials, tents, tarps and teachers' salaries.

The first literacy classes completed their six-month course in July with final exams. The results were quite good and it was encouraging to see the progress that can be made by motivated adults. All have learned to do addition, subtraction, multiplication and division problems, read Pushto and the Qoran and write simple letters or paragraphs.

Since many of the students go inside Afghanistan during the summer months either to fight or cultivate crops, it was decided to delay the starting of the second six-month session until the Fall. This turned out to be a fortuitous decision, since, in response to hearing about the reduced budget in August, the Program was forced to decide to eliminate the literacy classes until further funding could be found.

However, the Program has since heard that the Swedish Committee will fund a teacher trainer course in 1990. This will allow some of the funds that would have been used for teacher training to be diverted back to literacy classes. Thus, about 10 classes, either continuing or new, will be started in November and run for 6 months. Although the number of classes is being reduced, the momentum for literacy classes will be kept. The staff is particularly encouraged by this development since it was felt that, if the literacy classes were totally discontinued, it would very difficult to restart them. If additional funding is found, more classes will be started or continued.

### Youth Apprentices

This project provides technical training, through apprenticeships in local Afghan businesses, to youth who are poor and have at least one parent who has been

martyred. Both the apprentice and his trainer are paid a small stipend.

16 apprentices finished their training and graduated in July. A ceremony was held honoring both the apprentices and their trainers. The remaining 7 apprentices finished their training in September and will graduate in October.

The apprenticeship program has been a great success. Most of the apprentices are either presently employed or have opened their own shops. However, because of financial constraints this program will be suspended until additional funds can be found.

#### Teacher Training

There are very few good Afghan primary school teachers. A major goal of the Hangu Education Program is to improve the teaching techniques of primary level teachers. To achieve this goal, practice-oriented seminars have been developed and master teacher trainers have been trained by the expatriate Coordinator. These master teacher trainers, in turn, hold training seminars for teachers and additional teacher trainers.

This quarter, four new teacher trainers were hired, including a malauvi who graduated from the religion faculty at the University of Kabul. The latter is an important addition to the staff as he will add credibility to the teaching of religious subjects.

Most of July and August were spent preparing for the 9-week teacher trainer course, which will begin October 15, and for two teacher training seminars held at the end of August.

The first teacher training seminar was held for two weeks for teachers from the schools supported by IRC. About 2/3 of the teachers stayed in the newly-opened dormitory facilities at the office. For most of them, this was their first seminar. Practice teaching was emphasized, and the staff was quite pleased with the results. All of the teachers left the seminar able to plan lessons and use several different teaching techniques. They were pleased with both the content of the seminar and the facilities.

The second seminar was held for one week for teachers of the classes supported by IRC. These teachers had attended two other seminars on previous occasions. Emphasis was placed on practice teaching several new techniques. Again the results were quite good and the teachers found the seminar very useful.

The Hangu Education Program's seminars are attracting attention from other organizations involved in teacher training they are quite different from the usual training seminars offered for teachers. The emphasis of these seminars is on mastering teaching techniques through practice, rather than being lecture-oriented. Other organizations have become interested in sending teachers to the teacher trainer course. SOSPG Belgium, which has a teacher training staff, the Education Support Sector and UNESCO are currently interested in holding additional teacher trainer courses run by the Hangu Education Program. Meetings are currently being held to discuss funding and feasibility.

Statistics on The Hangu Education Program are contained in Table 1, Appendix XVI.

## THE SMALL SCHOOL SUPPORT PROGRAM

### Introduction

The purpose of the portion of the Small School Program administered by the Hangu Education Program is to support girls primary school education by providing teachers' salaries, books, tents, tarps and teacher training. Because the Soviets forced education on females, female education is a very sensitive subject with Afghans. Many Afghans believe that girls do not need to be educated. Others are quite reluctant to have foreign involvement in girls education. However, there are also courageous, enlightened Afghans who believe that education for females is as important as it is for males. Because of the trust that the Hangu Education Program has developed between its staff and people in the camps, it has been able to start 6 girls schools in 3 different camps between Peshawar and Islamabad. 8 of the 28 teachers are women.

### Teacher Training

The schools were on vacation during July and August. At the end of August, the male teachers attended a two-week teacher training seminar at the Hangu Education Program office. The course emphasized the use of student-centered techniques and practice teaching. All of the teachers found it quite useful. The material presented to the men will be taught to the women over the course of the year.

### Academics

The schools reopened on September 10. There are six new first grade classes. Teachers for all but 2 of the classes have been hired and tested. Books and supplies were delivered to the schools during the first week.

There continue to be requests to support girls schools. Unfortunately, there is no additional money to fund these schools, although there do seem to be donors interested in funding girls schools inside Afghanistan. This is frustrating for the refugees and for agencies who both recognize that education is a long-term process. Whatever is started in Pakistan will serve as the base from which to build an education system inside Afghanistan once the refugees are able to return. Girls education is an extremely sensitive issue, making the establishment of girls schools very difficult. It is, therefore, especially tragic that money cannot be found to support these schools that are being started in the face of such difficulties.

Statistical details of the Program are contained in Table 1, Appendix XVII.

## THE SELF-RELIANCE PROGRAM

### INTRODUCTION

Over the third quarter the basic operating systems of the Self-Reliance Program (SRP) have been altered to reflect a more business oriented approach. SRP has become entrepreneurial in spirit. Balance sheets, revenue statements, production schedules, quotas, and bonus incentives are now being used throughout much of the program. SRP's general method is to combine skilled and unskilled refugee labor with various types of training and capital, to produce basic goods and services for the Afghan refugee community. The primary goal is to create income and employment opportunities for Afghan people who otherwise would have little chance to earn a decent living. The Program attempts to target the disabled, widows, orphans and the poorest of the poor, however, because of Islamic restrictions and the political realities of Afghan camp life, the main project participant group tends to be male household heads. In the fourth quarter, SRP hopes to work closely with the Commissioneriate for Afghan Refugee's Social Welfare Cell in increasing the numbers of disadvantaged refugees involved in self-reliance activities.

During the third quarter of 1989, approximately 14,500 Afghan refugee families in the Hangu-Thal area received employment, training, credit and subsidized agricultural benefits. Total wages and incomes generated for refugees have amounted to about Rs.3 million (\$14,300) over the quarter.

A key issue during the second and third quarters has been the cutback of international donor contributions to SRP. Since March, UNHCR has reduced the budget by Rs.2 million (\$95,000), with a further loss of Rs.3 million (\$14,300) projected for 1990. The SRP Construction Project is bearing the majority of the cuts. Because of this situation, the idea of "self-reliance" has become more important than ever before. All SRP activities are striving to control costs and increase revenues so as to be 100% self-supporting.

At present SRP is implementing projects in the fields of agriculture, business, gabions (wire mesh cages that, when filled with rocks, can be used in irrigation projects), handicrafts, training, construction, and printing. The program produces a diverse range of goods and services that are all relevant to camp life: bull breeding; chickens; tree seedlings and vegetables; veterinarian services; horticulture training; credit for seventeen different types of small businesses; skills training for orphans and widows; gabion production; fifty different kinds of handicrafts; eleven different training aid models of land mines; schools, clinics, roads, and food warehouses; remodeling and physical maintenance services; school books and a wide variety of other educational and business-related materials; furniture, frames, doors, water tanks and all types of special order wood, metal and electrical products; and automobile repair and servicing.

In the last quarter of the year, SRP management will be looking at a number of other activities that might be added to the program. One idea is the processing of vegetables and the growing of specialty foods (asparagus, basil, etc.). SRP also hopes to open a grocery store in Peshawar to sell Afghan food items that are

currently being produced in the camps (broilers, eggs, vegetables, bread, mushrooms, etc.) in early 1990. In addition, the training of the SRP Market Development Team is almost complete and a number of new, large contracts are currently being negotiated for gabions, educational, and medical supplies to be constructed in late 1989 or early 1990.

Despite the growing budget problems, SRP is optimistic about the future. Afghans are extremely self-reliant people and they respond well to adverse conditions. The Afghan staff of SRP will continue to devise innovative ways to employ refugees and they hope that the international donor community will be able to provide continued support for these self-help activities.

#### AGRICULTURE

The third quarter began with near drought conditions in most of the camps, but there was enough rain over the quarter to end the shortage. Distribution of winter vegetable seeds were made during September for use in home compound kitchen gardens. The bull breeding service continues to be very popular with refugees and local Pakistanis. Agriculture staff members are looking into the possibility of obtaining more bulls to expand its area of operation. Discussion is underway as to whether it would be better to purchase improved bull varieties or stick to the traditional stock. Veterinarian services also continued throughout the Hangu-Thal camps. As usual, the most requested vaccinations were for the diseases of Newcastle, Anthrax, and Enterotoxemia.

Cumulative statistics (January to September) summarize the achievements of the Agriculture Project: 14,172 families have been given vegetable seeds, 8,883 families received 2,349,100 onion seedlings, 11,249 families received 618,400 tomato seedlings, and 8,808 families received 26,918 fruit trees. 179,799 chickens were vaccinated; while a total of Rs.159,028 (\$7,573) have been earned from the sale of layer chicks, vegetables, and bull breeding services. All agricultural inputs purchased by refugees are priced at a subsidized rate, well below market value. However, should budget cuts continue to be made in the Agriculture Project during 1990, than this pricing scheme would have to be considerable altered.

#### BUSINESS INCENTIVES

The Business Incentives Project Manager learned about the importance of marketing in the generation of revenues for refugees. In addition to managing the small business credit scheme, he has also begun making "cold calls" (i.e. knocking on unfamiliar doors in order to sell a product). The Project Manager has been visiting NGOs and bi-lateral agencies in Peshawar. He has compiled a price list, photo album of sale items, a series of introduction and sales letters, address and telephone information on potential customers, and has begun the process of cultivating sales contacts through face-to-face meetings.

At present, he is working hard to secure a contract with Save the Children, UK and the Sanitation Project of IRC, to make wooden medical kits for community health workers. He is supervising the construction of samples, working out production costs, interfacing with SRP carpentry shop supervisors about possible production schedules, and gathering price and quality data on the Pakistani

workshops that are currently filling the market demand for these types of medical kits. If he is successful, SRP could win a contract to make 5,000 kits. This would mean a Rs.1.2 million (\$57,000) contract, employment for about forty refugees and generation of wage income of approximately Rs.450,000 (\$21,400).

SRP is also pleased to report that the small business credit scheme, which had been on hold for seven months, has begun to give new loans to refugee producers. These loans normally are valued at around Rs.5,000 - Rs.10,000 (\$240 - \$475) and are intended for refugees that possess skills in a traditional Afghan occupation, such as blacksmithing, tinsmithing, carpentry, shoemaking, etc. Three new loans were given during the quarter and applications for five others are being considered. Loan collection is also improving. 55% of all loans given since 1987 have now been fully recovered. The funds used to restart the project come from the original UNHCR grant, repaid loans, and revenues earned by Business Incentives from the production and sale of mushrooms and gabions.

### CONSTRUCTION

Since August 25th, the SRP Coordinator has terminated or transferred 36 refugee employees of the Construction Project. These personnel changes were brought on by budget reductions specified by SRP's main donor, UNHCR. The cuts have fallen across all operational functions within the project. Many engineers, mechanics, carpenters, welders, casual labors, chowkidars and helpers lost their jobs. Not surprisingly, low morale and stress have beset the Construction staff. For some men, the loss of jobs has meant the ending of outside income for their respective families. One unfortunate consequences of this tense situation was the resignation of the Project Manager, who became entangled in the complex politics surrounding the staff reductions.

Under current projections, the 1990 Construction Project budget will be down 70% from 1989. The budget will be reduced from about Rs.10 million (\$476,000) to approximately Rs.3 million (\$142,800). No new schools, clinics, or food warehouses will be built, and the maintenance of completed structures will be minimal. 20 more staff will be either terminated or transferred and there could well be a deterioration in the general physical infrastructure which supports refugees in NWFP. However, IRC and UNHCR are doing everything possible to insure that Afghan refugees will continue to receive essential construction services. Under such circumstances, cooperation and coordinated management between international agencies is crucial in providing for a camp environment that meets reasonable standards as long as the refugees are here.

### HANDICRAFTS

Revenues over the quarter were disappointing and totalled only Rs.113,199 (\$5,390). It is hoped that the coming Christmas season will see a resurgence in handicraft sales. One positive development during the quarter, was the introduction of Doaba camp and 50 new female producers into the Handicraft Project. The Project now operates in seven camps, with about 450 women involved in the production of handicrafts. The handicraft operation was specifically invited to open operations in Doaba by the camp elders and religious leaders. This was especially heartening due to the criticism that the project often receives from a small, but vocal and influential, group of fundamentalist leaders

in the Hangu-Thal area.

#### PRINTING PRESS

Revenues for the Printing Press totalled almost R 4 million (\$190,470) over the quarter. Most of these gross earnings came from a contract given by the University of Nebraska at Omaha for school books. Otherwise, operations continued as usual, with the staff growing slightly to reach a total of 70 Afghan refugees.

#### MINE MODELS

The contract to produce 94,000 replicas of land mines and other ordinance for Operation Salam was fully underway during the third quarter. Although production was low initially, by September output had reached about 3,000 models/week. Most of the specification and construction problems have been solved and it is hoped that the entire order can be completed by February 1990. Termite control in the finished models has emerged as a new problem. SRP is beginning to treat all models with pesticide and further steps are being taking by Operation Salam to protect the models while in storage.

## HEALTH EDUCATION RESOURCE CENTER

### INTRODUCTION

The Health Education Resource Center ("HERC") was established to develop and provide medically consistent, culturally appropriate health education materials to health-care organizations. These include organizations working with Afghan refugees in the camps, Pakistani villagers and people living in Afghanistan. The Resource Center emphasizes the important role of primary health care and public health education.

HERC distributes materials to over fifty different agencies. In addition to the materials produced and developed by HERC, health care organizations have access to a wide range of materials housed in HERC's library and media room. The Resource Center also houses two UNICEF-funded materials development projects, the Silkscreen Project and the Afghan School Children Projects.

HERC's Silkscreen Project, launched in October 1988, develops posters and flipcharts that can be used by health-care organizations for staff training and to convey health messages to the community. Silkscreened visual aids are durable, weather resistant and can be transported easily, making them particularly suitable for use in remote areas of Afghanistan.

The Afghan School Children project, established in August 1988, develops education materials for primary school children. Children are natural targets for health education messages, especially the girls who participate in rearing of younger siblings. It is important, however, to reach children early since many leave school after 3rd grade. The project is developing simple story booklets based on concepts of personal hygiene for use with Afghan refugee children.

HERC concentrates on developing relationships with Afghan-oriented organizations working in preventive and curative health care so that active lines of communication are maintained between HERC and its constituency. A detailed list of visits is contained in Table 1, Appendix XVIII.

### THE AFGHAN SCHOOL CHILDREN PROJECT

Health education materials with ties to Islam appeal to the Afghan refugee community. Religion has become increasingly important in the daily lives of refugees, probably as a reaction to the disruption caused by having to flee from their home villages. Health education efforts that have not had an Islamic base, have been rejected by the community in the past as attempts to subvert and change the Afghan way of life.

HERC's "Good Habits" flipchart is based upon the good habits of the Prophet (P.B.U.H.) in order to make ensure that it is accepted well by the community. The flipchart contains five personal hygiene messages, such as washing hands and cutting fingernails, in Dari and Pushto. Pre-testing was completed during the quarter and some minor changes made based on test results. 1,000 copies had been silkscreened by the end of September, and are now being assembled. The flipchart

will be distributed to teachers and community health workers by Interim Government Ministry of Health as well as by various NGO's. Guidelines are being developed to instruct teachers and health workers how to effectively use the flipchart to teach children about personal hygiene.

The "Miswak" (dental care) concept book, classroom activities and lesson plan was completely reviewed, revised and prepared for pre-testing during the quarter. Pre-testing will begin in October at several locations in grades 1-3. The book should be ready to be sent to the printer in December.

Project staff wrote the rough drafts for seven new concept booklets during the quarter, covering topics such as "Microbe", "Fly", "Diarrhea and ORS" (oral rehydration solution), "Handwashing" and a series about a small boy who gets sick. The booklets are currently being redrafted to reflect feedback from the review process.

Production of these booklets involves a time consuming, but essential, review process. The first draft of the story, written in English, is reviewed internally by HERC staff. The story is then translated into Dari and Pushto. The medical content and educational appropriateness of the booklet is then checked by leading Afghan educators and physicians. The Islamic character of the booklet is approved by selected conservative religious leaders and the Pushto and Dari translations are reviewed by independent language experts. Pushto grammar has never been standardized, so it takes a long time for Pushto experts to agree on a reasonable translation. The booklet can then be pre-tested.

#### MATERIALS DEVELOPMENT

A record 15,800 images were printed during the third quarter of 1989 despite the intense heat. Posters on breastfeeding, infant nutrition, personal hygiene, and vaccination are ready for distribution to the refugee camps, to rural Pakistan, and to Afghanistan. One thousand copies of the six-page "Good Habits" flipchart commissioned by the Afghan School Children Program have also been printed and are ready to be assembled onto wooden rollers.

The six-page "Domestic Sanitation" poster was pre-tested. Printing should begin in early October. Additionally, work continues on the lengthy process of correcting and editing the Pushto version of Where There Is No Dentist, and on the Pushto translation of Street Drugs: Poisoning Our Youth (originally published in Urdu). Dari and Pushto versions of a dental hygiene booklet written and translated by the Afghan School Children Program were prepared for pre-testing.

The number of people coming to HERC to acquire materials continues to increase, indicating that the efforts of HERC's Coordinator to communicate with the various organizations are paying off. Demand for posters and flipcharts exceeds supply. Current estimates indicate output will be need to be tripled in 1990 to meet demand. HERC hopes to receive additional funding from a new donor, WHO, which would allow production of materials to be increased.

There have, however, also been some problems. In August, having completed printing 1,500 copies of a handwashing poster, an error was discovered in the translation of the message. Fortunately the problem was corrected by sewing in a

new accurate message. Similarly, several grammatical errors were discovered in the text of Where There is No Dentist and in the book on drug use that is currently being produced. These problems were also corrected but they high-light the on-going difficulty of obtaining accurate translations. HERC is working on standardizing the system of manuscript development and production to ensure quality control.

Samples of all HERC's materials were displayed to the local health-care community at the most recent Health Coordination meeting, and to UNICEF representatives at an all Asia UNICEF workshop in Nepal.

#### SPECIAL PROJECTS

In addition to HERC's usual activities described above, Karen Siener, who was previously working with IRC's MCH Program in Hangu, has been conducting a study on Afghan women's knowledge, attitudes and practices about diarrhea and the use of different rehydration solutions. Initial research has been conducted using cereal based solutions as a substitute for glucose. A wheat water recipe has been taught to a small number of Afghan women in refugee camps to determine whether wheat water would make a good base for home-made oral rehydration solution in this area. So far, mothers seem receptive to learning the new recipe and report that it is easy to make and liked by the children. Full details of the survey results will be available next month. This is an initial study. HERC hopes to receive additional funding in order to carry out a larger sample study that over time can better determine the acceptability of the new solution.

#### SALE AND DISTRIBUTION OF HERC'S MATERIALS

HERC sells or distributes its materials free of charge to a range of different agencies and organizations. During the quarter HERC gave materials to ten different organizations affiliated to Afghan political parties. HERC receives the most visits from health workers affiliated to Jamiat-i-Islami, Mahaz-i-Milli and Hezb-i-Islami Afghanistan.

HERC also distributed materials to 23 different agencies and organizations working in the field of health care. Details of the organizations who received HERC materials are contained in Table 2, Appendix XVIII.

During the period, July - September 1989, the sale of HERC's materials yielded \$ 1,726 and the sale of silkscreen materials yielded \$350. Proceeds from the sale of silk-screened materials will be applied to 1990 operating expenses, in line with the goal of eventually making the project self-sustaining.

#### LIBRARY AND MEDIA ROOM

Eighteen different agencies visited HERC's library and seven made use of the facilities offered in the media room. Details are contained in Table 3, Appendix XVIII.

## THE PUBLIC ADMINISTRATION PROGRAM

### INTRODUCTION

The Public Administration Program (PA) continues to serve the Afghan community in Peshawar as a center for advanced study of written and spoken English as used in administrative, business and office settings. Courses in office management and communication skills are attended by Afghan managers, administrators and office workers and by 12th grade graduates.

PA was composed of a Master Trainers program, regular public administration courses, an "Outreach" program and a smaller PA program for women. However, some changes have occurred during the last three months resulting in the termination of the Master Trainers program as explained later in this report.

This quarter has been eventful with the completion of the Public Administration Summer semester and the beginning of the Fall semester, the completion of the first two Women's Public Administration courses, the successful offering of intensive management courses in the outreach program and, in September, the discontinuation of the Master Trainers Program.

### MASTER TRAINERS PROGRAM

In late June, with the departure of the Darsamand Training Coordinator, the Master Trainers were transferred back to the Peshawar PA facility from Darsamand to upgrade their own training and management skills. They performed various practical management tasks for IRC programs.

The second group of ten Master Trainers, selected in May, were enrolled as full-time trainees in the Public Administration program. These students concentrated on the required core courses during the summer term and were scheduled to complete their curriculum with electives and training instruction during the fall semester.

However, funding problems and the delay in the repatriation process forced IRC to rethink the scale and purpose of this component of the PA program. It was decided that, although the initial concept was sound, the scale (2 groups of Master Trainers) at this point in time, was too large. As a solution, the first group of Master Trainers and their manager were transferred to RPA where they will work on a 6 month "Field Administrator Curriculum Development" project for UNDP. They will develop sectoral specific modular curricula for the Medical, Construction & Road Works, Agricultural and Education sectors.

The second group of Master Trainers, although they had not finished their training, already had some good skills. All of them have been employed as trainers by the Operation Salam Mine Awareness Program (MAP). MAP is conducting an extensive education campaign for the refugees in Pakistan, alerting them to the dangers of land mines, booby-traps and unexploded ordinance.

## PUBLIC ADMINISTRATION GENERAL CURRICULUM

The Summer 1989 semester ended in August. The pass rate among those attending was 89%. Details of the courses offered and of enrollment are contained in Table 1, Appendix XIX.

During the semester break 3 word processing courses were offered to IRC staff from other programs and the first group of Master Trainers were given a Lotus course. PA hopes to continue to offer computer training courses for IRC staff during the semester breaks.

The Public Administration's second fall semester began in September. 212 candidates were tested and 87 were accepted. The current courses offered include book-keeping, administrative writing, administration and management, Dari/Pushto for administration, and public administration. Details of enrollment and of the courses offered are contained in Table 2, Appendix XIX.

The new courses reflect a number of changes based on experience gained in the previously offered courses. The Administrative Writing course has replaced Reading & Writing 1 & 2 and will concentrate more heavily on English writing skills. The Administration & Management courses, previously English for Administration and Management, will focus and concentrate on the fundamentals of administration and management and culminate with a practical writing assignment related to Afghanistan, usually a proposal. The Book-keeping courses include revised versions of the material previously taught in the Accounting courses.

It has been recommended that PA acquire a number of electric typewriters, and interest has been expressed by the students for typing classes in Persian and Pushto.

## INTENSIVE MANAGEMENT TRAINING COURSES (OUTREACH)

Two Office Administration courses were offered during August in Dari for 15 participants. Six IRC staff members attended the four day course at the Darsamand Training Center. The second course was held in Peshawar for employees from other NGOs. Preparations have been made for a Receptionists' course to be held in early September. NGOs who still have not attended any Outreach Programs will continue to be notified and encouraged to send their employees. New courses and short workshops will be developed on the following topics: Proposal Writing, Support & Supervision, Planning, and Bookkeeping & Financial Management.

## WOMEN'S PUBLIC ADMINISTRATION

A number of refugee women are working in administrative positions both in Peshawar and the camps. Many have had no formal training. The Women's PA program aims to help these women understand the demands and routines of their jobs as well as offer unemployed women the chance to gain some skills which can be utilized both here in Pakistan and later in Afghanistan.

During this quarter the first two five week Women's PA courses were completed. These included classes in business office skills, the use of adding machines, typing and introduction to the computer. The students were from a number of

different camps. A number were school administrators from Peshawar and others had previously been teachers in Afghanistan. On completion of the course each woman received a certificate and five students are known to have since gained employment with PVOs in Peshawar.

In response to demand for a longer Women's PA course, the Program plans to introduce an advanced class. Potential teachers are being trained and course materials are being translated from English to Dari. It is hoped that the translations will be completed by January 1990 so that the classes can start early 1990.

Forty-two women are enrolled in the typing and computer classes which started in June and are held each afternoon.

A third Public Administration course started in September. Twenty-one women are enrolled in this course. Topics covered will be the same as those offered in the previous two courses. Some of the women were having difficulties finding somebody to look after their children, so arrangements have been made with a local kindergarten, allowing the women to leave their children under supervision during classes.

Details of the Women's courses offered to date are contained in Table 3, Appendix XIX.

## THE RURAL ASSISTANCE PROGRAM

### INTRODUCTION

The Rural Assistance Program (RAP) has been operating since June 1, 1988 under a Cooperative Agreement with the United States Agency for International Development (USAID). The objective of the program is to help war affected Afghans who have remained in Afghanistan by providing grants to qualified Private Voluntary Organizations (PVOs) to operate cross-border rural assistance projects. These projects are designed to increase rural incomes and to rebuild the agricultural infrastructure which in many areas will be a precondition for the return of refugees to Afghanistan.

By the terms of the Cooperative Agreement, the RAP office evaluates project proposals submitted by PVOs, submits its recommendations regarding the proposals to USAID, and then administers the grants and monitors the programs that are approved for funding. Since the advent of RAP, 31 projects have been approved totaling \$7,667,926. Most of the grants to date have been for relatively simple projects that are designed to increase the agricultural productivity and rural incomes of the greatest number of people. Another important consideration in evaluating proposals is evidence of support for the project from local civilian and military leaders. An effort is also made to approve projects that reach as many different provinces and ethnic and tribal groups as possible.

July through September was a busy period for the RAP office, with 14 proposals received from PVOs and 10 approved for funding. In addition, RAP has worked directly with two Afghan groups to help them prepare proposals for projects in Afghanistan. This quarter was also a busy one for the RAP monitors who made a trip to the Ghaziabad farms to inspect the projects of Save the Children (USA) and Mercy Fund, as well as a trip to Bamiyan and Samangan to survey the potential for projects in those provinces. To manage the increased work-load the RAP office staff was increased to include an Assistant Coordinator and an Assistant to the Internal Auditor. Five monitors and a translator were added to the monitoring team, which now consists of a head monitor, 7 full time Afghan monitors, including an engineer and two agriculturalists, and a translator.

### PVO PROJECTS

The projects funded by RAP during the quarter continued to be directed towards increasing the agricultural productivity and incomes of rural Afghanistan. Most of the projects focused on cleaning and repairing canals and karezes (traditional irrigation channels), and on the distribution of seeds and fertilizer. The distribution of cash for food, which was an important component of many early RAP-funded projects, was less significant as a means of providing assistance during this last quarter.

Despite the overall success of the RAP-funded projects, PVOs are encountering several problems in implementing their projects. A major problem is the increasingly fluid political situation within Afghanistan which makes long-term project planning extremely difficult. Increasing factionalism within the mujahideen could also endanger the security of existing projects. Another

obstacle is the government's (periodic) control of the major highways linking Kabul, Ghazni, Kandahar, and Herat, which makes the transport of project staff and supplies a lengthy, costly, and at times, a dangerous affair. Transport problems are exacerbated by the poor condition of many roads and tracks in liberated areas, and the presence of millions of mines along many of the transport routes.

#### A. Afrane

At the end of August, AFRANE submitted three proposals for projects in Logar (\$166,998), Badakhshan (\$89,775), and Herat (\$143,826). The proposed projects consist primarily of repairing irrigation systems, introducing high yield varieties of wheat, and providing tractors and equipment to clean canals and cultivate fields. After making several changes in the proposal recommended by RAP, the proposals were approved by the USAID Projects Officer. It took additional time, however, for the USAID technical review to be completed, and at the end of the quarter the proposals were still with the USAID Grants Officer in Islamabad waiting for final approval.

#### B. Afghanaid

Afghanaid's proposals for projects in Kunduz & Takhar (\$290,901), Badakhshan (\$304,061), Panjshir (\$334,200), and Kunduz (\$144,338), were approved by USAID on August 31st. A fifth proposal for a project in Herat was withdrawn by Afghanaid as a result of logistical problems caused by the deteriorating security environment. The projects are directed towards rehabilitating the agricultural sector and increasing food production by repairing irrigation systems, distributing seed and fertilizer, and providing livestock.

#### C. Care International

In July Care received its "No Objection Certificate" (NOC) from the Government of Pakistan to operate as a PVO in Pakistan. They resubmitted a modified version of their proposal for a village assistance project in Kunar Province which had originally been submitted during the previous quarter. Negotiations were held between IRC, Care and USAID during much of August and in September an agreement was signed to provide \$1,044,911 for Care's project in Kunar.

#### D. Mercy Fund

RAP approved a Mercy Fund proposal for follow-up funding for their emergency relief efforts (funded during the previous quarter) to assist Afghans fleeing from the fighting in Jalalabad. The new grant, totalling \$111,468, is being used to provide food and shelter to approximately 14,000 people in three districts of Nangahar Province.

Mercy Fund also submitted a proposal to help rehabilitate two of the Ghaziabad State Farms in Nangahar Province. After revising the initial proposal, following questions raised by USAID, \$277,605 was approved for funding this project.

#### E. Proposals from Afghan Groups

In June 1989, RAP's Head Monitor, Fredric Roussel, spent one month in Farah surveying the province's needs. Farah is one of Afghanistan's poorest provinces and yet it has received virtually no assistance during the last

ten years. This is primarily a result of its distant location from the sources of humanitarian assistance in Pakistan. The logistical problems involved in implementing a project have discouraged most western PVO's from beginning projects in Farah. The RAP office decided that the absence of western PVO's should not preclude consideration of a Farah project. RAP therefore decided to assist a group of Afghans from Farah in preparing a proposal for a project. The group had previously assisted the survey team and have shown themselves to be very capable, and, in RAP's view, able to implement a project of their own. The project proposal is based on information gathered on the monitoring trip.

This group of capable Afghans plans to implement three separate projects in western, eastern, and southern Farah in order to avoid exacerbating regional rivalries and charges of favoritism. The three projects, totalling \$263,136, will focus primarily on "cash for work" programs to clean canals and karezes. The Farah proposal was submitted to USAID and approved by the Projects Officer, and is currently waiting for USAID's technical review.

In addition to the Farah proposal, RAP assisted another Afghan group to prepare a proposal for a project in Bamiyan. The group, known as the Mustazafeen, requested funds to distribute seed and fertilizer to needy farmers, and to establish a tractor service and a tractor maintenance facility to serve the Bamiyan valley. However, there are some questions regarding the political orientation of the Mustazafeen and the extent of their local support. Final approval of this project by RAP is pending a report by the monitoring team sent in to survey the situation in Bamiyan.

The Farah proposal, and possibly the Bamiyan one, will serve as a test case for RAP's funding of humanitarian organizations other than western PVO's. In projects such as these, RAP's role will be to conduct an initial survey to determine needs, identify indigenous organizations or key Afghans from these areas with the capability of administering relief projects, and assist them in writing a proposal for RAP funding. RAP will then be responsible for collecting regular financial and progress reports, and monitoring these programs, as it currently does with the western PVO's that receive RAP funding.

#### MONITORING REPORT

In early August two RAP monitors visited Save the Children's and Mercy Fund's projects on the Ghaziabad farms. The objective of the trip was to evaluate the progress of existing projects and to determine the need for funding future projects, such as the one proposed by Mercy Fund. The monitors concluded that given the severe shortage of water in the area, RAP should fund the both the current and newly proposed Ghaziabad Farm projects. The projects are aimed at rehabilitating the irrigation systems on these farms.

During September all RAP monitors went on a trip to Logar, Wardak, Bamiyan and Samangan provinces. In Logar the monitors met briefly with the representatives of AFRANE projects. AFRANE has submitted a proposal to RAP for a project in Logar that is currently awaiting final approval from USAID. The stay in Logar was too short to properly monitor AFRANE's previous projects but the monitors

generally felt that program objectives were being achieved and recommended funding for AFRANE's proposed project in Logar.

In Wardak the monitoring team met with the commander and the Afghan Director of the Solidarite Afghanistan agricultural project. The monitors reported that the project is well run and is achieving its goals, although tensions in the relationship between the Afghan Director of the project and Solidarite Afghanistan may preclude future funding.

In Bamiyan the monitoring team visited the project of a group known as the Mustazafeen. RAP had established contact with this group in the past, and has been helping the group write a proposal for RAP funding. RAP was waiting for the monitors' report before considering the proposal due to concerns about the political orientation of the Mustazafeen. The monitors' report acknowledged that the group appeared to be hard working, honest and capable, with high levels of education and a strong organizational structure. However, there is concern regarding the Mustazafeen's poor relations with other political and sectarian parties in the area. RAP could possibly provide help to other groups in the province, as well as to the Mustazafeen, in order to diffuse potential quarrels.

In Samangan the monitoring team was very well received by the powerful local commander. This very arid and poor province has received very little help in the past and is currently receiving no outside assistance. The RAP monitoring team established a relationship with the commander during the visit and was able to collect data in the agricultural sector which could serve as the basis for a project in Samangan in the future.

The monitoring team encountered no serious difficulties on this trip, although they reported that the political situation is deteriorating due to conflicts between mujahideen groups. Several times they were stopped at check posts controlled by commanders who demanded payment of a "tax" before allowing the team to proceed. The increasingly fluid political situation increases the necessity of monitoring trips, while, at the same time, requiring that greater precautions be taken in conducting these trips.

#### FINANCIAL REPORT

Quarterly financial and narrative reports were received from the PVO's, summarized and sent to USAID.

As of September 30, 1989, the financial position of RAP was as follows:

|                                      |                      |
|--------------------------------------|----------------------|
| Amount committed to PVOs             | \$ 7,284,932         |
| Grants pending USAID approval        | 400,599              |
| RAP administration                   | 439,519              |
| Unallocated funds(balance remaining) | <u>1,874,950</u>     |
| TOTAL RAP BUDGET                     | <u>\$ 10,000,000</u> |

Additional information detailing the amount committed to PVOs is contained in Appendix XX.

## FUTURE ISSUES

A USAID evaluation team will be visiting RAP during November to assess the performance of RAP and its sub-grantees. In preparation for this visit RAP will be meeting with its sub-grantees and with USAID to determine how the current guidelines and procedures for the submission and approval of project proposals can be improved. RAP also plans to conduct a comprehensive evaluation of what it has accomplished to date, and will use its findings to recommend to the evaluation team possible changes in the current RAP Program.

## PROGRAMS AFFILIATED TO IRC

### INTRODUCTION

IRC assists in the administration of two additional programs in Pakistan: the Afghan Women's Resource Center (AWRC) and the Mine Awareness Program (MAP). IRC does not play an active role in the planning or implementation of projects conducted by these two programs, although some of IRC Programs work with WRC and MAP.

### THE AFGHAN WOMEN'S RESOURCE CENTER

The Afghan Women's Resource Center is unique in that it is an effort initiated by Afghan women to help Afghan women. The goal is to establish a nonpartisan Afghan Women's Resource Center in Peshawar where uneducated women can be taught in the areas of health, education, social services and development planning. The Center will initially focus on literacy, skills training, an employment exchange and a newsletter. IRC has been quite active in assisting the women in proposal writing and in making contact with donors, but this involvement should decrease as the Center becomes operational and has its own staff of Afghan women.

The Afghan Women's Resource Center (AWRC) is still in its early stages but has started to establish itself, with a grant from the National Endowment for Democracy. A meeting was held in August to discuss beginning the Center and to decide upon primary goals. At this meeting an Advisory Board of 15 women was selected who represent a broad range of Afghans: urban and rural, educated and uneducated, and from five of the political parties. A Director of the Board and an assistant were selected.

In September they began looking for a suitable building and meeting with consultants to begin work on the actual implementation of the Center. They also began work on additional funding proposals to raise the necessary funds to begin classes.

In mid-September there was a three day series of meetings with forty Afghan women, Dr. Cynthia Haq (an American consultant), the Advisory Board and expatriate women to further discuss the program's goals and to discuss ways of assisting the Center.

During September the Director and her assistant began contacting people about the staffing needs of the Center and encouraging women to apply for positions in the Center. A method of selection was decided upon with actual examinations and selection to take place in October.

### MINE AWARENESS PROGRAM

The Mine Awareness Program is under the auspices of the United Nations, Operation Salam (Operation Salam is the program operated by the United Nations Humanitarian and Economic Assistance Programmes relating to Afghanistan). IRC is administering the program for Operation Salam.

The existence of mines and unexploded ordnance in most areas of Afghanistan poses a major threat to the personal safety of the population. In order to minimize civilian casualties due to mines and other ordnance and to facilitate the voluntary return of refugees the Mine Awareness Program was started.

It is planned that the program will disseminate information to the Afghans who are now in Pakistan so that they will be able to identify mines, become aware of the dangers related to mines and other ordnance, and learn basic safety precautions to take regarding mine location, avoidance, and emergency care.

The project was signed for an initial six month period (July - December 1989), but it is expected to take at least a couple years to get these essential messages to the 3.5 million refugees in Pakistan.

APPENDIX I

TABLE 1

REHABILITATION PROGRAM FOR AFGHANISTAN

AGRICULTURAL INPUTS CONTRACT

DATE:

This agreement is between the Shura of the district of ..... hereafter referred to as the Shura (in Paktia Province of Afghanistan), and the International Rescue Committee. As such it specifies the conditions and obligations of the contracting parties.

I. Designated Representative

The Shura designates ..... as its representative in matters regarding this contract. This representative is authorized to speak on behalf on the Shura on consultations about the work under this contract. This representative may be changed only after an exchange of letters between the Shura and IRC.

II. Project Description

A. General

**Test viability of Blue Silver wheat toward increasing food production by summer 1990**

The project goal is to increase target district food production by summer (1990) harvest time, and to ascertain the viability of Blue Silver wheat seed in this district, thereby reducing the risk of serious food shortages as returning refugee families place greater demands on local food supplies. This will be accomplished through the introduction of high yielding seed wheat varieties along with chemical fertilizer and will be assisted by the provision of farm tool kits.

IRC agriculturalists suggest that each farmer plant approximately equal amounts of IRC supplied seed and local/traditional varieties, side by side, in order to easily compare one to the other.

B. Detailed

Phase 1. PROCUREMENT/ACCUMULATION (September 30, 1989 - November 30, 1989)

**Procure seed, fertilizers, farm tools**

IRC will be responsible for procurement of 80 bags (50 kg. each) of Blue Silver certified wheat seed as well as 240 bags (50 kg. each) of fertilizers (80 bags DAP and 160 bags Urea) in time for late fall (1989) planting.

IRC will be responsible for the procurement of ..... sets of simple farm tools by the end of November, 1989.

Phase 2. TRANSPORTATION/DISTRIBUTION (October 15, 1989 - November 30, 1989)

**Transportation/distribution seed, fertilizer, farm tools**

UNILOG has contracted to transport the wheat seed to the district distribution point at ..... Every effort will be made to deliver the wheat seed before the end of October, 1989.

Transportation arrangements for fertilizer to the district distribution point from the IRC storage facility in Darsamand will be made by the Shura. IRC will pay the Shura for transportation costs at the rate of Rs..... per ton. Every effort will be made by IRC to have the fertilizers available before the end of October, 1989.

Transportation arrangements for the ..... sets of farm tools will be made by IRC. Every effort will be made to have the farm tools at the six distribution sites by the end of November, 1989.

The Shura, with the assistance of an IRC Technical Assistant, will be responsible for the delivery of one (50 kg.) bag of Blue Silver wheat seed, one (50 kg.) bag of DAP and two (50 kg.) bags of Urea to 80 farmers who wish to participate in this experimental wheat planting in the late fall of 1989. The Shura administrator will keep records of the distribution, including the names of all commodity recipients.

The Shura, with the assistance of an IRC Technical Assistant, will identify ..... farmers who will receive farm tool kits. Farmers who have shown a real interest in increasing agricultural production in their district will be given priority. The final list of recipients of farm tools will be provided by the Shura to the Program Coordinator for approval before distribution. The Shura will be responsible for distribution of the farm tool kits in November, 1989. The Shura administrator will keep records of the distribution, including the names of all farm tool recipients.

Selling of commodities or other items supplied under this contract is not permitted under any condition. Selling of commodities would indicate to IRC that a surplus has been distributed in which case future assistance would be diminished.

When Phase 2 is complete, IRC Monitors will visit the area and assess the efficiency of distribution.

Phase 3. PLANTING (Mid-October -- Mid-November, 1989)

**Farmers will plant wheat seed**

Farmers will prepare soil with DAP fertilizer, plant seed and apply Urea.

Farmers will apply Urea top-dressing during May, 1990.

Phase 4. HARVESTING (Mid-May - Mid-June, 1990)

**Farmers harvest wheat/pay grain bank 4,200 kgs. wheat.**

Farmers will harvest wheat crop. At the time of harvest IRC Technical Assistants will compare yields of Blue Silver wheat seed and local varieties. Following the harvest of this wheat crop, each landholder having received fertilizer or seed in this distribution will pay 10 kg. of harvested Blue Silver wheat to the Shura for every 50 kg. bag of fertilizer and seed received. The Shura administrator is responsible for these collections which will constitute a (Shura managed) community food/seed bank to help needy refugee returnees or otherwise destitute local residents.

III. Shura Obligations

A. Recognition by the Interim Government

B. Reporting Requirements

The Shura will submit monthly financial reports based on the forms provided by IRC.

C. Record Keeping/Accounting/Inventory

The Shura will keep up-to-date, correct and complete records of accounts, inventories and work completed. These records shall be available for audit upon request by IRC. All costs associated with this record keeping, including the salaries and expenses of the administrative staff, shall be borne by the Shura.

D. Supply of Labor

No labor required for the storage and distribution of seed and fertilizer shall be charged to the project.

E. The Shura will supply any materials necessary for the implementation of this project or its administration, except for materials this contract specifies that IRC will supply.

F. Acceptance and Support of Community Liaison Officer

The Shura will accept the presence of the IRC Community Liaison Officer and cooperate with him in improving the planning and implementation of projects.

G. Facilitation of IRC Monitoring

IRC personnel shall be allowed to visit project sites at any time to inspect the work being done. The Shura shall cooperate fully with these monitoring personnel and avail their access to relevant records.

H. Safety of IRC Personnel

The Shura ensures the safety of the IRC staff visiting its area from robbery, injury, or kidnapping. The Shura also shall protect IRC property from damage or theft.

#### IV. IRC Obligations

##### A. Supply of Technical Assistance

IRC shall supply qualified technical assistance wherever needed. The intent of this assistance is to improve the technical proficiency of the Shura personnel and enable them to implement the projects unaided in the future.

##### B. Training of Shura Administrators

IRC shall provide training for the administrators designated by the Shura in order to enable them to carry out their tasks effectively.

#### V. Additional Conditions

##### A. Presence of Other Shuras

This agreement is drawn with the understanding that the Shura is representative of the District and supercedes all local Shuras.

##### B. Duplication

The Shura certifies that no other agency is supporting this project or similar projects in the District, unless such support is specified here.

##### C. Disputes Arising from the Administration of the Project

All disputes over the implementation of the project, except those directly involving the terms of this contract, shall be settled internally by the Shura with no demand for IRC involvement.

##### D. Right of Termination by IRC

IRC reserves the right to terminate this project at any time for the following reasons:

1. The Shura becomes unwilling or unable to fulfill its contract requirements.
2. Due to logistical problems, such as tribal area or border permit non-availability, difficult road conditions, etc., IRC is unable to deliver commodities as planned.

##### E. Budget not be Exceeded

The Shura shall be responsible for any over-expenditure of their budget. IRC agrees to pay only the amount specified in this agreement.

##### F. Gratuities to IRC Staff

No attempt shall be made to influence the judgement of IRC staff or attain special favors by offering monetary or material gratuities.

TABLE 2

Summary of Irrigation Repair Work  
On UNHCR funded Projects in Paktia

| Village            | Irrigation System Name | Type        | Percent Damaged | Number Wells | Length Meters | Number Families | Number Jeribs |
|--------------------|------------------------|-------------|-----------------|--------------|---------------|-----------------|---------------|
| <b>DANDA-PATAN</b> |                        |             |                 |              |               |                 |               |
| Marikhel           | Dada                   | Karez       | 50              | 15           | 235           | 600             | 800           |
| Qematai            | Qematai                | Karez       | 60              | 7            | 119           | 60              | 180           |
| Narai Warza        | Narai Warza            | Karez       | 60              | 9            | 360           | 35              | 200           |
| Tarkikhel          | Ludi                   | Karez       | 50              | 28           | 539           | 800             | 1200          |
| Sarmastkhil        | Chawalli               | Karez       | 40              | 9            | 197           | 500             | 900           |
| Sultak             | Sakai                  | Karez       | 80              | 31           | 500           | 400             | 1,000         |
| Mir Hassan         | Mir Hassan             | Tiled Canal | 60              | NA           | 39            | 60              | 150           |
| Dak                | Dak                    | Tiled Canal | 80              | NA           | 49            | 50              | 120           |
| Chaparai           | Chuparai Spring        | Spring      | NA              | NA           | NA            | 82              | 250           |
| Sub-total          |                        |             |                 |              | 2,038         | 2,587           | 4,800         |
| <b>JANI KHEL</b>   |                        |             |                 |              |               |                 |               |
| Rabat              | Rabat                  | Karez       | 60              | 31           | 369           | 100             | 400           |
| Kotki              | Kotki                  | Karez       | 80              | 23           | 315           | 400             | 400           |
| Khia kala          | Khia                   | Karez       | 70              | 7            | 216           | 200             | 800           |
| Woorgor            | Woorgor                | Karez       | 80              | 66           | 929           | 450             | 400           |
| Drandi-Bakh        | Drandi                 | Tiled Canal | 100             | NA           | 59            | 80              | 100           |
| Sub-total          |                        |             |                 |              | 1,888         | 1,230           | 2,100         |
| <b>MUSA KHEL</b>   |                        |             |                 |              |               |                 |               |
| Star Kallai        | Sray Wryalay           | Karez       | 80              | 16           | 312           | 400             | 1500          |
| Kawa Khula         | Kawa                   | Karez       | 90              | 11           | 259           | 300             | 350           |
| Star Kallai        | Ladoor                 | Karez       | 80              | 45           | 1,074         | 500             | 2000          |
| Star Kallai        | Kharguria              | Karez       | 50              | 30           | 800           | 400             | 1000          |
| Wreshema           | Seria                  | Tiled Canal | 90              | NA           | 236           | 80              | 50            |
| Buchaikoat         | Mar paroon             | Tiled Canal | 90              | NA           | 120           | 400             | 200           |
| Soor Ladoor        | Sar                    | Tiled Canal | 80              | NA           | 95            | 84              | 157           |
| Sub-total          |                        |             |                 |              | 2,896         | 2,164           | 5,257         |
| <b>TOTAL</b>       |                        |             |                 |              | <b>6,822</b>  | <b>5,981</b>    | <b>12,157</b> |

NA - Not Applicable

Additional work in Danda Patan

- 1.) Repair of Chaparai Mosque.
- 2.) Repair of Zegor Village Well for use of Mujahedeen.
- 3.) Repair of irrigation feeder networks to Qematai and Narai Warza Irrigation Systems.

Abbreviation NA means not applicable.

TABLE 3

TOTAL NUMBER OF WOMEN AND CHILDREN VACCINATED  
JULY-SEPTEMBER 1989

| MONTHS | DISTRICT       | NO. OF<br>VILLAGES | ESTIMATED<br>POPULATIO | CHILDREN<br>MONTHS |        |        | TOTAL | WOMEN<br>YEARS |        | WOMEN<br>TOTAL |
|--------|----------------|--------------------|------------------------|--------------------|--------|--------|-------|----------------|--------|----------------|
|        |                |                    |                        | 0TO11              | 12TO23 | 24TO48 |       | 5TO14          | 15TO45 |                |
| JULY   | WAZAKHWA       | 30                 | 8295                   | 179                | 195    | 1171   | 1545  | 876            | 1310   | 2186           |
| AUGUST | DANDAPATAN     | 21                 | 3255                   | 113                | 148    | 559    | 820   | 529            | 513    | 1042           |
|        | JANI KHEL      | 28                 | 5325                   | 134                | 157    | 991    | 1282  | 461            | 582    | 1043           |
|        | JAJI/ALIKHEL   | 41                 | 6625                   | 168                | 62     | 934    | 1164  | 570            | 623    | 1193           |
| SEPT.  | DANDAPATAN     | 25                 | 4330                   | 103                | 156    | 799    | 1058  | 436            | 596    | 1032           |
|        | MUSA KHEL      | 40                 | 8433                   | 172                | 200    | 1394   | 1766  | 859            | 1005   | 1864           |
|        | JAJI/AHMEKHEL* |                    |                        |                    |        |        |       |                |        |                |
| TOTAL  |                | 185                | 36263                  | 869                | 918    | 5848   | 7635  | 3731           | 4629   | 8360           |

PERCENTAGE

2.40 2.53 16.13 21.05 10.29 12.77 23.05

\* The team is working inside Report will be avialabe only in mid October

## APPENDIX 1

TABLE 4

REHABILITATION PROGRAM FOR AFGHANISTAN  
Vaccination Program Mission Report

| DISTRICT            | LOCATION      | STAFF                                      | AGENCY                                             | COMMON DISEASES                             | PATIENTS PER DAY       |
|---------------------|---------------|--------------------------------------------|----------------------------------------------------|---------------------------------------------|------------------------|
| Jaji/<br>Ali Khel   | Shushta       | 1 medic                                    | Freedom Medicine                                   | fever<br>dysentery<br>diarrhea<br>dysentery | 10 - 20                |
|                     | Shaga         | 1 pharmacist                               | Swedish Com.<br>Hezb-i-Islami                      | fever<br>dysentery<br>diarrhea<br>cough     | 15 - 25                |
|                     | Kaskai        | 2 medics                                   | Kuwait Red Crescent                                | fever<br>dysentery<br>diarrhea<br>cough     | 15 - 30                |
|                     | Hassan Lagada | 4 Basic Health Worker                      | MSH                                                | fever<br>dysentery<br>diarrhea<br>cough     | 10 - 15 each           |
| Jaji/<br>Ahmed Khel | Kabuli Kali   | 2 medics                                   | MSH                                                | fever<br>dysentery<br>diarrhea<br>cough     | 15 - 25                |
| Musa Khel           | Kosin Khola   | 1 doctor<br>1 asst. doc.<br>1 microscopist | MSH<br>Swedish Comm.<br>Hezb-i-Islami              | fever<br>dysentery<br>diarrhea<br>cough     | 50 - 70                |
|                     | Zorkot        | 1 medic<br><br>1 medic                     | Freedom Medicine<br>Swedish Comm.<br>Hezb-i-Islami | fever<br>dysentery<br>diarrhea<br>cough     | 15 - 20<br><br>10 - 20 |

# APPENDIX II

## TABLE 1

### THE HANGU MEDICAL PROGRAM Mother Child Health Clinics

#### RESULTS OF THE SURVEY CONDUCTED AT SHIN DAND CAMP

| AGE   | NORMAL | <u>MALNUTRITION</u> |            |            | SAMPLE |
|-------|--------|---------------------|------------|------------|--------|
|       |        | 1ST DEGREE          | 2ND DEGREE | 3RD DEGREE |        |
| 0-1   | 117    | 31                  | 16         | 2          | 166    |
| 2-3   | 146    | 122                 | 45         | 13         | 326    |
| 3-5   | 190    | 17                  | 8          | 2          | 217    |
| TOTAL | 453    | 170                 | 69         | 17         | 709    |

APPENDIX II  
TABLE 2

THE HANGU MEDICAL PROGRAM  
Community Health Workers/Village Extension Workers

| Camp         | CHSs      | CHWs       | CHS Home Visits | CHW Home Visits | Patients Referred to BHUs | Patients Referred to CHWs | VEWs in Training | VEWs Graduated |
|--------------|-----------|------------|-----------------|-----------------|---------------------------|---------------------------|------------------|----------------|
| Katakanra    | 1         | 35         | 0               | 6,293           | 1,553                     | 24                        | 20               | 0              |
| Lakhti Banda | 1         | 83         | 0               | 7,328           | 2,543                     | 3                         | 0                | 45             |
| Kokti I      | 1         | 30         | 0               | 5,170           | 4,325                     | 87                        | 0                | 0              |
| Kokti II     | 1         | 29         | 0               | 2,546           | 693                       | 0                         | 50               | 0              |
| Mohj. Khoja  | 3         | 99         | 108             | 10,660          | 4,157                     | 44                        | 90               | 0              |
| Kai          | 3         | 83         | 102             | 8,219           | 4,398                     | 0                         | 110              | 0              |
| Naryab       | 1         | 28         | 0               | 3,807           | 1,007                     | 0                         | 0                | 38             |
| Doaba        | 2         | 36         | 60              | 2,342           | 1,249                     | 0                         | 32               | 29             |
| Darsamand    | 3         | 108        | 94              | 10,870          | 2,125                     | 52                        | 67               | 0              |
| Dallan       | 3         | 81         | 72              | 5,830           | 692                       | 186                       | 18               | 33             |
| Thal I       | 2         | 51         | 60              | 4,431           | 3,942                     | 79                        | 0                | 62             |
| Thal II      | 2         | 36         | 39              | 2,521           | 872                       | 0                         | 47               | 0              |
| <b>TOTAL</b> | <b>23</b> | <b>699</b> | <b>535</b>      | <b>70,017</b>   | <b>27,556</b>             | <b>709</b>                | <b>474</b>       | <b>207</b>     |

APPENDIX II  
TABBEN3

THE HANGU MEDICAL PROGRAM  
Female Health Worker Program

INITIAL COURSE

| Camp     | No. Courses | No.FHWS in Training | No.FHWS Graduated |
|----------|-------------|---------------------|-------------------|
| Kotki I  | 1           | -                   | 3                 |
| Kotki II | 14          | -                   | 56                |
| Naryab   | 14          | -                   | 65                |
| Doaba    | 14          | 76                  | -                 |
|          | ----        | ----                | ----              |
| TOTAL    | 43          | 76                  | 124               |

REFRESHER COURSE

| Camp        | No. Courses | No.FHWS in Training | No.FHWS Graduated |
|-------------|-------------|---------------------|-------------------|
| Naryab      | 14          | -                   | 43                |
| Kai         | 3           | -                   | 12                |
| Mohd. Koja  | 5           | -                   | 35                |
| Lakti Banda | 11          | -                   | 75                |
| Kata Kanra  | 10          | -                   | 66                |
|             | ----        | ----                | ----              |
| TOTAL       | 43          | -                   | 231               |

## APPENDIX II

TABLE 4

THE HANGU MEDICAL PROGRAM  
Female Health Worker Program

| Camp            | Active<br>FHWS | No.<br>Births<br>Attended | Children<br>Referred<br>to BHUs | Women<br>Referred<br>to BHUs |
|-----------------|----------------|---------------------------|---------------------------------|------------------------------|
| Katakanra       | 182            | 37                        | 308                             | 35                           |
| Lakhti<br>Banda | 140            | 51                        | 911                             | 115                          |
| Kokti I         | 107            | 21                        | 153                             | 23                           |
| Kokti II        | 62             | 4                         | 11                              | 1                            |
| Mohj.<br>Khoja  | 35             | 27                        | 151                             | 39                           |
| Kai             | 12             | 21                        | 292                             | 125                          |
| Naryab          | 115            | 31                        | 104                             | 22                           |
| Doaba           | 21             | 17                        | 61                              | 9                            |
| Darsamand       | 20             | 12                        | 10                              | 9                            |
| Dallan          | 195            | 77                        | 208                             | 63                           |
| Thal I          | 87             | 19                        | 701                             | 227                          |
| Thal II         | 112            | 68                        | 182                             | 66                           |
| TOTAL           | 1,088          | 385                       | 3,092                           | 735                          |

## APPENDIX II

TABLE 5

THE HANGU MEDICAL PROGRAM  
THE SANITATION PROGRAM STATISTICS - JULY-SEPTEMBER 1989

**LATRINES**

|                         |      |
|-------------------------|------|
| Latrine slabs procured  | 1077 |
| Latrine slabs issued    | 1016 |
| VIP Latrines completed  | 674  |
| Maintenance of Latrines |      |
| GIS pipe                | 716  |
| Mesh                    | 2620 |
| Covers                  | 335  |

**SHALLOW WELLS**

|                                                |     |
|------------------------------------------------|-----|
| Shallow wells improved                         | 28  |
| Materials Used in Maintenance of Shallow Wells |     |
| Rings                                          | 86  |
| Posts                                          | 30  |
| Aprons                                         | 8   |
| Wheels                                         | 2   |
| Buckets                                        | 633 |
| Wells tested                                   | 69  |
| Wells chlorinated                              | 640 |

**WATER SUPPLY/GRAVITY SPRINGS**

|                            |     |
|----------------------------|-----|
| Springs under construction | 3   |
| Springs completed          | 5   |
| Surface tanks constructed  | 3   |
| PVC pipe laid (feet)       | 819 |
| GI pipe laid (feet)        | 210 |
| Springs maintained         | 3   |
| Surface tanks maintained   | 3   |
| Taps replaced              | 45  |
| Floatation valves replaced | 11  |
| PVC pipe replaced (feet)   | 600 |
| GI pipe replaced (feet)    | 145 |
| Leakages repaired          | 46  |
| Surface tanks chlorinated  | 15  |

**EDUCATION SESSIONS**

|         |     |
|---------|-----|
| Schools | 97  |
| BHUs    | 250 |
| Other   | 366 |

**VECTOR CONTROL**

|                                     |    |
|-------------------------------------|----|
| Ponds dried                         | 23 |
| Kerosene poured on ponds            | 55 |
| Areas of garbage cleared and buried | 26 |
| Soakage pits built                  | 5  |

APPENDIX III

TABLE 1

MEN'S ENGLISH LANGUAGE PROGRAM  
Statistics for Fall Term 1989 (89-2)

| Class     | No. Students | No. Classes |
|-----------|--------------|-------------|
| Childrens | 30           | 2           |
| Level 1   | 235          | 11          |
| Level 2   | 304          | 15          |
| Level 3   | 217          | 11          |
| Level 4   | 202          | 10          |
| Advanced  | 169          | 9           |
| TOTAL     | 1157         | 58          |

| Staff               | No. |
|---------------------|-----|
| Adhoc Teachers      | 31  |
| Permanent Teachers  | 4   |
| Expatriate Teachers | 3   |
| Support Staff       | 15  |

APPENDIX III  
TABLE 2

MEN'S ENGLISH LANGUAGE PROGRAM  
Student Profile - Hamidullah

**ELP's Program Manager, Engineer Aziz, tells of his first encounter with Hamidullah, who was then a messenger at ELP:**

It was a hot summer afternoon in 1985, when I knocked at the gate to my first teacher's meeting of the IRC English Language Program. I had been offered a position to teach. A calm and rather short Afghan boy opened the gate and asked whether I sought admission to the course. The boy looked at me curiously when I said I was supposed to teach the course and was asked to attend this meeting. He told me to wait. After a minute he came and ushered me into the room. Later I understood that this boy was a messenger at this course and his name was Hamidullah. In 4 short years, Hamidullah Tokhi moved from being a messenger in Peshawar to being a student at Grinnell College in Iowa. Now he tells of his struggle to continue his education while supporting his family. ELP is proud to have paved the way to make his "Dream Come True".

**Student Profile written by Hamidullah, former ELP student:**

A Dream Comes True

My name is Hamidullah Tokhi. I am an Afghan refugee who has been living, with my family, in Peshawar, Pakistan for the past seven years.

When the Soviet Union invaded Afghanistan in 1979 most of the Logar province schools including the one I attended were closed; I was forced to stop my schooling while I was only a 10th grader. A year later, in 1980, my family and I had to leave Afghanistan to seek shelter in Pakistan.

After settling in Peshawar, Pakistan, I attended an Afghan refugee school for three years. Upon graduating in 1984, I began looking for ways to further my education. I applied to the Afghan Commissionerate for admission into a Pakistani college, but heard nothing. In the meantime, I realized it was very important for me to learn English before being admitted to any college. Although I had studied English in high school, it was not enough. Therefore, I enrolled in the International Rescue Committee's English Language Program as a low intermediate student.

In late 1986, I was admitted to Lahore Engineering University. This was exciting news, but it was an opportunity I could not pursue because neither the

university not the Afghan Commissionerate offered me a scholarship. So I had to miss the chance I had been longing for.

After graduating from ELP in 1987, my future seemed to depend on how well I spoke English. I worked as a translator for the Afghan Media Resource Center. I enrolled in IRC's English Language Journalism program. Within less than a year I was able to write stories for the school newspaper. Also I was able to teach level four English classes at the ELP -- the same level I began in as a student 3 years before.

I have always cherished the ambition of completing my higher education. Therefore in early 1987, I started writing to colleges in the United States of America, Australia, Britain and Canada to see if they could help. It was all in vain until I finally applied to Grinnell College in Iowa, USA. A year and a half later, after initially being rejected, taking the TOEFL twice, SAT exam once and filling out numerous forms, I was accepted for the fall 89 term.

Hamidullah received a full- scholarship to Grinnell. While at Grinnell he will "put every effort into taking advantage of this opportunity, and upon my return be able to participate in the restoration of my war-ravaged homeland, Afghanistan, when it is finally free."

APPENDIX IV  
TABLE 1

WOMEN'S ENGLISH LANGUAGE PROGRAM  
TERM 89-1: FINAL EXAM RESULTS

| <u>CLASS</u> | <u># of students</u> | <u>PASS</u> | <u>FAIL</u> | <u>ABSENT</u> |
|--------------|----------------------|-------------|-------------|---------------|
| Children     | 12                   | 7           | 4           | 1             |
| Beg A        | 15                   | 15          | -           | -             |
| Beg B        | 17                   | 11          | 6           | -             |
| Beg C        | 16                   | 15          | 1           | -             |
| 1A           | 12                   | 10          | 2           | -             |
| 1B           | 13                   | 13          | -           | -             |
| 1C           | 14                   | 11          | 3           | -             |
| 2A           | 10                   | 9           | -           | 1             |
| 2B           | 16                   | 12          | 4           | -             |
| 3A           | 10                   | 9           | 1           | -             |
| 3B           | 13                   | 10          | 3           | -             |
| 4            | 10                   | 7           | 3           | -             |
| 5            | 7                    | 3           | 4           | -             |
| 6            | 7                    | 7           | -           | -             |
| <b>TOTAL</b> | <u>172</u>           | <u>139</u>  | <u>31</u>   | <u>2</u>      |

## APPENDIX IV

TABLE 2

WOMEN'S ENGLISH LANGUAGE PROGRAM  
JULY - SEPTEMBER 19892ND SEMESTER ENROLMENT

| <u>Levels</u> | <u># of Classes</u> | <u># Enrolled</u> |
|---------------|---------------------|-------------------|
| Beginner      | 5                   | 136               |
| Level 1       | 3                   | 71                |
| Level 2       | 2                   | 44                |
| Level 3       | 2                   | 36                |
| Level 4       | 2                   | 32                |
| Advanced      | 1                   | 10                |
| TOTAL         | <u>15</u>           | <u>329</u>        |

| Teachers | <u>Full-time</u> | <u>Part-time</u> |
|----------|------------------|------------------|
|          | <u>0</u>         | <u>12</u>        |

| Administration | <u>Full-time</u> | <u>Part-time</u> |
|----------------|------------------|------------------|
|                | <u>3.5</u>       | <u>0</u>         |

| In-service training | <u>Hours</u> | <u>Teachers</u> | <u>TMH*</u> | <u>Topic</u>                                                   |
|---------------------|--------------|-----------------|-------------|----------------------------------------------------------------|
|                     | 3            | 17              | 51          | Pronunciation                                                  |
|                     | 1.5          | 15              | 22.5        | Games                                                          |
|                     | 1.5          | 17              | 25.5        | Teaching reading                                               |
| PTT workshops       | 6            | 5               | 30          | Introduction to NIC book<br>Setting objectives<br>Lesson plans |

\*= participant training hours: #participants x # contact hours.

## APPENDIX V

TABLE 1

HANGU ENGLISH LANGUAGE PROGRAM  
Final Scores - August 1989

| <u>Place</u> | <u>Level</u> | <u>Highest<br/>score</u> | <u>Lowest<br/>score</u> | <u>Medium<br/>score</u> |
|--------------|--------------|--------------------------|-------------------------|-------------------------|
| Doaba        | Beg.1        | 82                       | 38                      | 60                      |
| Zargary      | Beg.1        | 92                       | 55                      | 75                      |
| Hangu        | Beg.1        | 90                       | 60                      | 78                      |
| M.Khoja      | Beg.1        | 96                       | 54                      | 74                      |
| Thal         | Beg.1        | 79                       | 35                      | 60                      |
| M.Khoja      | Beg.2        | 96                       | 64                      | 80                      |
| Zargary      | Beg.2        | 89                       | 43                      | 63                      |
| Doaba        | Level 1      | 77                       | 44                      | 60                      |
| Thal         | 1            | 93                       | 32                      | 63                      |
| M.Khoja      | 2            | 84                       | 25                      | 73                      |
| Thal         | 2            | 89                       | 44                      | 68                      |
| Hangu        | 2            | 91                       | 21                      | 71                      |
| Dharsamand   | 3            | 68                       | 31                      | 37                      |
| Hangu        | 3            | 84                       | 64                      | 67                      |
| Dharsamand   | 4            | 69                       | 37                      | 43                      |
| Hangu        | 4            | 84                       | 50                      | 73                      |

## APPENDIX V

## TABLE 2

HANGU ENGLISH LANGUAGE PROGRAM  
Class Schedule

| <u>PLACE</u> | <u>CLASS</u> |
|--------------|--------------|
| Hangu        | Beginners a. |
| Hangu        | Beginners b. |
| Hangu        | Beginners c. |
| Hangu        | Level 1.     |
| Hangu        | Level 3.     |
| Hangu        | Level 4.     |
| M.Khoja      | Beginners a. |
| M.Khoja      | Beginners b. |
| M.Khoja      | Level 1.a.   |
| M.Khoja      | Level 1.b.   |
| M.Khoja      | Level 3.     |
| M.Khoja      | Level 4.     |
| Doaba        | Beginners.   |
| Doaba        | Level 1.     |
| Doaba        | Level 2.     |
| Dharsamand   | Beginners a. |
| Dharsamand   | Beginners b. |
| Dharsamand   | Level 3.     |
| Thal         | Beginners    |
| Thal         | Level 1.     |
| Thal         | Level 2.     |
| Thal         | Level 3.     |
| Zargary      | Beginners    |
| Zargary      | Level 1.     |

APPENDIX V  
TABLE 3

HANGU ENGLISH LANGUAGE PROGRAM  
In-Service Teacher Training  
July - September 1989

| <u>Hours</u> | <u>Teachers</u> | <u>PTH</u> | <u>Topic</u>              |
|--------------|-----------------|------------|---------------------------|
| 2            | 18              | 36         | Listening comprehension   |
| 2            | 19              | 19         | Lesson planning           |
| 2            | 20              | 40         | Reading                   |
| 2            | 16              | 32         | Video (BBC documentary)   |
| 2            | 17              | 34         | Timeliness and feedback   |
| 2            | 16              | 32         | Extra materials/quizzes   |
| 2            | 13              | 26         | Games                     |
| 2            | 16              | 32         | Video (Agony of a Nation) |
| 2            | 16              | 32         | Role Play                 |
| <hr/> 18     | <hr/> 151       | <hr/> 283  |                           |
| 20           | 23              | 460        | Intensive course          |
| <hr/> 38     | <hr/> 184       | <hr/> 743  | TOTALS                    |

# APPENDIX V

## TABLE 4

### HANGU ENGLISH LANGUAGE PROGRAM

#### Teacher Training Seminar

Sept. 1989

Time: 2:00 pm - 5:00 pm

Place: Hangu Main Office

Sept. Sun 17 - Objectives

Mon 18 - Presentation

Tues 19 - Vocabulary

Wed 20 - Dialogues

Sun 24 - Drills

Mon 25 - Drills

Tues 26 - Communication

Wed 27 - Pronunciation

Oct. Sun 1 - Listening

Mon 2 - Writing

Tues 3 - Games

Wed 4 - Reading

Sun 8 - Lesson Planning

Mon 9 - Teaching aids

Tues 10 - Peshawar trip

Wed 11 - Evaluation/Graduation

APPENDIX VI  
TABLE 1

THE JOURNALISM PROGRAM  
Statistics on the Summer Courses

| <u>Students</u>                                        | <u>#Classes</u> | <u>No. Enrolled</u> | <u>No. at Final Exam</u> |
|--------------------------------------------------------|-----------------|---------------------|--------------------------|
| Intensive Summer Course<br>for Beginners (Levels I/II) | 1               | 19                  | 15                       |
| Summer Courses<br>For Level II Graduates               | 1               | 7                   | 3                        |

| <u>Workshops</u> | <u>No. Hours</u> | <u>Teacher</u>            | <u>Topic</u>                   |
|------------------|------------------|---------------------------|--------------------------------|
| 1                | 3                | Habibullah<br>(cameraman) | Video Camera Use               |
| 1                | 3                | Ahad Mirzad<br>(editor)   | native language<br>newswriting |

Guest Speakers

|                       |   |                                                       |
|-----------------------|---|-------------------------------------------------------|
| Jon Rothenberg/IRC    | - | interview. Accident eyewitness                        |
| Catherine O'Brien/IRC | - | interview. Afghan refugee project                     |
| Margaret Segal/IRC    | - | interview. Afghan project funding                     |
| Steve LeVine/Newsweek | - | question and answers about reporting freelance writer |

| <u>Teachers</u> | <u>Full-Time</u> | <u>Part-time</u> |
|-----------------|------------------|------------------|
| Ex-pat          | 1 (manager)      |                  |
| Afghan          |                  | 1                |

Final Grades

Summer Intensive Course

|                           |    |
|---------------------------|----|
| No. Students Passing      | 11 |
| No. Students on Probation | 4  |

# Visit to city brings feelings of happiness, anguish

**S**ITTING close to the railing on the third floor of the Charleston Town Center, I see a lot of people rushing toward the elevator coming up to the third floor. It's lunch time.

I don't see anybody leaving. I feel ecstasy all over. I feel everybody likes the mall as much as I do.

The mall, with some 20 fast-serving restaurants on the third floor, has been my favorite resort. I love it because the artificial waterfall flowing to the ground floor reminds me of Paghman, western Kabul. Kabul residents used to spend their weekends there before the Soviet occupation of Afghanistan.

The mall's wild-looking trees on the ground floor and additional greenery in the vases everywhere is a reminder of Bagh Babur, or Babur garden in Kabul. Bagh Babur starts from the bottom of the Sher Darwaza Mountains and ascends to the middle.

My happiness is fleeting. As I swim in the vast ocean of my fantasies, I remember the other side of the spectrum: the war in my country and the destruction it has brought.

I just remember Paghman has been devastated by the Soviet aircrafts' air raids. I become despondent when I remember nobody takes care of Bagh Babur. Nobody irrigates the trees anymore. And nobody takes care of the flowers.

Everybody oils their guns instead. I hope West Virginians will help



ZAMANI

## ■ EDITOR'S NOTE

Shaikat Zamani, 20, is a journalist in Peshawar, Pakistan. He and his family left Afghanistan during the Soviet occupation and settled in a refugee camp across the border. He is working at the Daily Mail for two months this summer as a press fellow under the Alfred Friendly exchange program for foreign journalists.

my country have a mall just like the one they have. I know they will. They are helpful. They are warm. They are friendly.

One of the 1988 Alfred Friendly foreign journalism fellows wrote about his first week's experience at the Washington Post's newsroom that "I was greeted by the largest pack of stern-faced scribblers I have ever encountered... and that did untold damage to my fragile self-confidence." Instead, I find the atmosphere at my host newspaper, the Daily Mail, very much different. For me it was a morale booster from the very first day.

The staff is friendly. More importantly, they care about me. They found a soccer field for me to play in. In fact, when my editor waved his hand toward me at the airport, I felt West Virginians had welcomed me.

I feel somebody disrupts my thoughts. Oh, this is the custodian. She wants to clean my table.

I suddenly find myself in a strange place. What am I doing

here? What am I doing in West Virginia? Am I here to take some journalistic skills with me back home? What home? I don't have any home! I live in exile in Pakistan. I live in a tent, in a refugee camp.

Does my country need a journalist who is being taught how to be objective, how to be accurate and how to tell the truth? Can I take freedom of speech to my country? Will it be accepted?

No. Because if you tell the truth, you will be put into a jail. But I want to live free, just like a high-flying bird. I love freedom. That's why I and millions of my countrymen left our country, even though it was very painful.

The Soviets wanted to conscript me to the army. They wanted me to fight my own brothers under the Soviet banner. I didn't ever want to do that. I left my country three and a half years ago. I hate the repugnant system of socialism. Nobody likes socialism in my country.

It can't work in places. In heaven where it's not needed — in hell is where they have already got it; in Afghanistan it was opposed on the first moment it was brought there through the Soviet invasion, a flagrant violation of all international norms and covenants.

My West Virginia fellows may not have a clear picture of socialism. They may only oppose it because they find it in opposition to capitalism. But I will explain to

them what socialism really means.

It's killing people and plundering their houses. It's making one brother kill the other. It's giving people shrouds, graves and bullets instead of clothes, homes and food that they are promised. Yes, that's what socialism gave to my country.

People here ask me how old I am. I say 20. I can tell from their expression they are amazed. Is that because I look too old? I should!

I have never had a fraction of

the freedom they enjoy. I was only 9 when the Soviets invaded my country. Since then I've always found myself engaged in a struggle in a rather confused way. I think I've never felt I have been an adult.

How can I be happy — which helps people to look young — when I've lost one and a half million of my people. War still takes its toll for both the inside-living Afghans and the ones who have taken refuge in neighboring countries.

I wish I could go back to my country. I wish I could help re-

build my country. I wish the Afghans will realize it's the time to go beyond all disagreements and personal ambitions to jointly forge their national unity. I am sure they will someday. They have already revived their gloriously irreversible march of socialism.

If anybody back home asks me to describe my six-month-long stay in the United States in just a sentence, my answer will be that people in the Western Hemisphere are just as hospitable as the Afghans.

# Afghanistan war far from over

'Painful' political solution could become a realistic option

The withdrawal of Soviet troops was neither the end of war in Afghanistan nor did it answer the two interrelated questions it left behind: How long would the Kabul regime hold out and how soon would the Mujahideen, or the resistance forces, take over?

After six months of the pullout, the Kabul regime, with the help of billions of dollars worth Soviet military hardware, is still in power. And the U.S.-backed Mujahideen are yet to make any major military progress, one of the two options beside a political solution of the Afghan issue.

The Mujahideen, however, did take some concrete steps soon after the withdrawal, establishing a single opposition leadership in the form of an Islamic interim government, based in Pakistan, and carrying out some military operations directed toward an eastern province.

Hoping that Jalalabad, the strategic provincial capital of Nengrahar province, could be an ideal location for moving the interim government inside Afghanistan, the Mujahideen made some swift progress soon after the assault began. Nevertheless, poor organization and brutal treatment of defeated Kabul regime's soldiers hampered the Mujahideen's hopes of taking Jalalabad.

Many Afghans talked to in Peshawar, Pakistan, believed that the decision to attack Jalalabad so early was not justified. Attacking a strategic point like Jalalabad, they said, meant a change of strategy: fighting a conventional war for the first time in 10 years instead of hit-and-run tactics. Having to violate all the basic guerrilla tenets, they said, required more preparation, advanced weapons and synchronized attacks.

With the promised takeover of Jalalabad long overdue and the Mujahideen's reputation of being



ZAMANI

## ■ EDITOR'S NOTE

Shaukat Zamani, 20, is a journalist in Peshawar, Pakistan. He and his family left Afghanistan during the Soviet occupation and settled in a refugee camp across the border. He is working at the Daily Mail for two months this summer as a press fellow under the Alfred Friendly exchange program for foreign journalists.

'the romantic heroes of the 20th century' in the Western press fast dwindling, a political solution of the Afghan issue is emerging as a more realistic option at this crucial juncture. This, however, might include power sharing with the Kabul regime.

While power sharing with the Kabul regime seems to be "painful" as an Afghan in Peshawar termed it, a direct negotiation based on a realistic set of demands with the Kabul regime may not be that harmful. That would mean solving the issue through an intra-Afghan dialogue, with the Mujahideen taking the initiative for the first time.

The Afghans have a very long history of bravery. The Soviet occupation was not the beginning of their history nor was the pullout its end. There has always been a tremendous resistance against foreign domination. The Afghans can once again revive Sultan Mahmood Ghaznavi, Ahmad Shah Abdali and Seyed Jamaluddin Afghani's era by maintaining their national unity, which historically has enabled them to assert their national identity.

Based on Afghan traditional and cultural values, a Loya Jiga, or grand council representing all different Afghan tribes and strata, could be convened. Loya Jiga has been called up many times when the country was facing a national

problem, and every time it made major headway.

History has always dictated that an idea or doctrine unable to permeate the society doesn't stay long. So will the Afghan communists disappear gradually from the Afghan political scene?

Otherwise, the longer the conflict goes on, the more it favors Najibullah, the regime president. Many fear he might attract a more national following and remain in power by driving a wedge into the Mujahideen's ranks and manipulating the nationalistic sentiments of the Afghans.

If Najibullah and communism could rule Afghans without the Soviet troops' presence, it would be a victory for the Soviets that they couldn't achieve during their decade-long conflict on the battlefield.

# Afghan Observes U.S. Newspapers

## Zamani Strives for Free Speech

By CINDY CHAPMAN

### THE CONNECTION

He is a journalist in exile, living in Peshawar, Pakistan, awaiting the overthrow of what he calls the "Soviet-backed regime" in his native Afghanistan so he can return and open his own newspaper. Forced to leave his country three years ago, he has learned almost perfect English and is the editor of a newspaper, "Bouquet Among the Ashes," in Peshawar, writing to tell the world what life is like for 3 million Afghan refugees in Pakistan.

Tabbed by some officials as the "most promising Afghan in the field of journalism," he is prepared to "be sacrificed," if necessary, for his quest to bring freedom of speech to his war-torn country.

His name is Shaukat Zamani and he is only 19.

One of 111 foreign journalists visiting the United States under the Alfred Friendly Press Fellowships—he is the youngest ever selected—Zamani was in Reston last week visiting The Connection and living with two Reston families while he observed American journalism in action.

Zamani will spend a total of six months in this country learning from fellow journalists and observing at the Charleston (W.Va.) Daily Mail and the Boston Globe.

Although he is here to learn more about journalism, it is also Zamani's first trip to the United States and he is surprised by some of the things he has seen. "I thought there would be a lot of buses and public transportation," he said. "But everyone has their own car. That is hard to believe."

The fast pace of life near a major U.S. city also caught Zamani off guard. "This is a very fast place, everyone is always moving so quickly," he said. "Even walking to work, they don't waste time. People are moving so fast, it seems like some type of sport."

An unpleasant realization for Zamani is that he "hates American food." (But he hurries to stress that he doesn't mean to offend his American hosts.) Restricted by his conservative Moslem beliefs, Zamani has found it difficult to find food he both likes and is allowed to eat. So far, American chicken is the only food he's enjoyed.

But bad-tasting food is a minor price to pay for the opportunity to visit the country, he said, and to watch his American counterparts produce their papers.

Overwhelmed by the technology involved in producing papers here, Zamani fears he will become spoiled by the time he returns to Pakistan in December.

"I'm learning things with high technology that I won't have back in my country," he said. "We do everything by hand, it's very frustrating."

Still he is grateful to be able to work on a newspaper at all.

Three years ago he was forced to decide whether to leave Afghanistan or be drafted "to fight the rebels under the Soviet banner."

The choice, he recalled, was easy. "I am steadfastly opposed to socialism," he said. "They have tried to Sovietize every part of our society and impose communism."

Zamani, his parents and five siblings, have been in Peshawar, in western Pakistan, at the foot of the

## Fellowship

Continued from Page 35

Khyber Pass, since 1986. There, Zamani became involved with the International Rescue Committee and its journalism program.

Although he originally wanted to become a doctor, Zamani was advised by several professors—impressed by his English skills—that he should consider turning his focus to journalism.

"I had been preoccupied with medicine because I thought I could treat people and help them recover from this war," he said.

"But I realized that with journalism I could reach a lot more and help become the voice of our society."

Few Afghan journalists speak or write in English, Zamani said, and so journalists fluent in English are needed because "something is lost in translation."

"We need writers who can tell the world what is going on in our country," he said. "Our country was destroyed by the Soviets and we have a great job ahead—rebuilding what the Soviets did."

Although in Peshawar for the last three years, Zamani often secretly returned to his country and on one occasion fought with the Mujahideen (the rebels) against the Soviet forces.

His family—like many other Afghan families—has not been spared in the fighting that continues today, although Soviet forces left the country months ago. Za-

mani said he lost a lot of friends and several cousins to the war as well as one uncle who has simply disappeared.

Zamani said some people believed once the Soviets were gone the country's problems would be over, but they have really just begun. "While the Soviets were there, we had just one objective—kicking them out," he said. It may be a decade before the millions of land mines scattered across Afghanistan by the Soviets are found and removed, Zamani said, and, of course, the struggle between the rebels and the current regime continues.

Zamani said he has been amazed at how much Americans know about the situation in his country and is grateful for the support the United States has given and continue to give the rebel forces there.

"I have been surprised at the specific types of questions people have asked," he said. "But that makes me proud that people know about it."

In the meantime, Zamani is awaiting the overthrow of the current government so he can return and open his own paper—which his father and an uncle have promised to finance.

He is, however, prepared to pay the ultimate price to bring free journalism into his country. "I know I might be sacrificed because it's the first time for freedom of speech in my country and it might be beyond some people's understanding," he said. "But I'm ready for that because I know there must be people to pave the way for the coming generations."

APPENDIX VII  
TABLE 1

WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM  
Statistics  
June - September 1989

STUDENTS

Number of students enrolled: 23  
Number of students attending: 21

STAFF

Teachers: 2  
Translators: 2

TEST RESULTS

Test 1 - August 5

| <u>No. of Students</u> | <u>Pass</u> | <u>Fail</u> | <u>Absent</u> | <u>Average Score</u> |
|------------------------|-------------|-------------|---------------|----------------------|
| 23                     | 23          | 0           | 0             | 93%                  |

Test 2 - August 27

| <u>No. of Students</u> | <u>Pass</u> | <u>Fail</u> | <u>Absent</u> | <u>Average Score</u> |
|------------------------|-------------|-------------|---------------|----------------------|
| 21                     | 20          | 1           | 0             | 81%                  |

Test 3 - September

| <u>No. of Students</u> | <u>Pass</u> | <u>Fail</u> | <u>Absent</u> | <u>Average Score</u> |
|------------------------|-------------|-------------|---------------|----------------------|
| 21                     | 20          | 1           | 0             | 85%                  |

In-Class Teaching Practicum

| <u>No. of Students</u> | <u>Pass</u> | <u>Fail</u> | <u>Absent</u> | <u>Average Score</u> |
|------------------------|-------------|-------------|---------------|----------------------|
| 21                     | 20          | 1           | 0             | 21/28 points         |

# APPENDIX VII

## TABLE 2

### WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM Student Teaching Evaluation Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Lesson Topic \_\_\_\_\_ Pass \_\_\_\_ Fail \_\_\_\_

Date of Session \_\_\_\_\_

1. Lesson objectives were met by the end of the class?

|    |          |      |           |
|----|----------|------|-----------|
| 1  | 2        | 3    | 4         |
| no | somewhat | good | excellent |

comments:

2. Lesson content and information was correct?

|                |                     |         |           |
|----------------|---------------------|---------|-----------|
| 1              | 2                   | 3       | 4         |
| not<br>correct | somewhat<br>correct | correct | excellent |

comments:

3. Design of Visual aids were appropriate (size, materials, clarity, etc.)?

|      |      |      |           |
|------|------|------|-----------|
| 1    | 2    | 3    | 4         |
| poor | fair | good | excellent |

comments:

4. Visual aids were helpful in achieving objectives?

|                |                     |         |           |
|----------------|---------------------|---------|-----------|
| 1              | 2                   | 3       | 4         |
| not<br>helpful | somewhat<br>helpful | helpful | excellent |

comments:

5. Instructor utilized various participatory teaching methods?

|    |          |      |           |
|----|----------|------|-----------|
| 1  | 2        | 3    | 4         |
| no | somewhat | good | excellent |

comments:

(Table 4, cont.)

6. Instructor evaluated student understanding of lesson content?

|    |          |      |           |
|----|----------|------|-----------|
| 1  | 2        | 3    | 4         |
| no | somewhat | good | excellent |

comments:

7. Instructor demonstrates clear understanding of all components of the lesson plan?

|    |          |      |           |
|----|----------|------|-----------|
| 1  | 2        | 3    | 4         |
| no | somewhat | good | excellent |

comments:

8. What were the best parts of the lesson?

9. How could the lesson be improved?

APPENDIX VII  
TABLE 3

WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM  
HEALTH TRAINING MANUAL  
Table of Contents

|                 |                                                 |    |
|-----------------|-------------------------------------------------|----|
|                 | Introduction to Health Education .....          | 2  |
|                 | How to Use Manual 1 & 2 .....                   | 3  |
|                 | Acknowledgements .....                          | 4  |
| <b>UNIT I</b>   | <b>BASIC ANATOMY AND PHYSIOLOGY</b>             |    |
|                 | CHAPTER 1 Introductory Concepts .....           | 5  |
|                 | CHAPTER 2 Integumentary System .....            | 11 |
|                 | CHAPTER 3 Skeletal System .....                 | 14 |
|                 | CHAPTER 4 Muscular System .....                 | 18 |
|                 | CHAPTER 5 Mouth, Teeth, and Gums .....          | 21 |
|                 | CHAPTER 6 Ear, Nose, Throat, & Eye .....        | 25 |
|                 | CHAPTER 7 Gastrointestinal System .....         | 31 |
|                 | CHAPTER 8 Cardiovascular System .....           | 35 |
|                 | CHAPTER 9 Respiratory System .....              | 41 |
|                 | CHAPTER 10 Genitourinary System .....           | 45 |
| <b>UNIT II</b>  | <b>PREGNANCY/LABOR/DELIVERY</b>                 |    |
|                 | CHAPTER 11 Changes of Pregnancy .....           | 51 |
|                 | CHAPTER 12 Labor & Delivery .....               | 57 |
| <b>UNIT III</b> | <b>HEALTH PROMOTION</b>                         |    |
|                 | CHAPTER 13 Nutrition .....                      | 60 |
|                 | CHAPTER 14 Growth and Development .....         | 64 |
| <b>UNIT IV</b>  | <b>HEALTH CARE PROBLEMS</b>                     |    |
|                 | CHAPTER 14 Germ Theory/Immunity .....           | 65 |
|                 | CHAPTER 15 Infectious Disease .....             | 71 |
| <b>UNIT V</b>   | <b>COMMUNITY AND ENVIRONMENTAL HEALTH</b>       |    |
|                 | CHAPTER 16 Community/Environmental Health ..... | 75 |
| <b>UNIT VI</b>  | <b>EPIDEMIOLOGY</b>                             |    |
|                 | CHAPTER 17 Numbers and Graphs .....             | 80 |
|                 | CHAPTER 18 Record Keeping .....                 | 83 |

APPENDIX VII  
TABLE 4

WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM  
AFGHAN HEALTH EDUCATORS TEACHER TRAINING MANUAL  
Table of Contents

**Unit I. Teaching Preventative Health Care**

Chapter One: The Role of the Health Educator

Chapter Two: Participatory Learning

**Unit II. Teaching Plan**

Chapter Three: Needs Assessment

Chapter Four: Need Identification

Chapter Five: Teaching Goal

Chapter Six: Teaching Objectives

Chapter Seven: Lesson Plan

**Unit III. Teaching Methodologies**

Chapter Eight: Using Visual Aids

Chapter Nine: Questions and Discussion to Stimulate Participation

Chapter Ten: Using Story Problems as Teaching Aids

Chapter Eleven: Using Role Play as a Teaching Aid

Chapter Twelve: Using Demonstration as a Teaching Aid

**Unit IV. Evaluation**

Chapter Thirteen: Adapting Lessons to Various Audiences

Chapter Fourteen: Feedback as an Evaluation Tool

## APPENDIX VIII

TABLE 1

THE LANGUAGE TEACHER TRAINING PROGRAM  
 Dari, Pashto and English Language Teacher Training Workshop  
 July 1989

| Name of School              | Location              | No. Participants<br>in Dari/Pashto<br>Workshop | No. Participants<br>in English<br>Workshop |
|-----------------------------|-----------------------|------------------------------------------------|--------------------------------------------|
| Hazrat Omer Lycee           | Peshawar              | 2                                              | 2                                          |
| Sidiq Akbar Lycee           | Peshawar              | 3                                              | 2                                          |
| Mahadul Taqwa               | Peshawar              | 2                                              | 2                                          |
| Commission. Lycee           | NasirBagh<br>Peshawar | 2                                              | 2                                          |
| Lycee Commission.           | Mardan                | 1                                              | 2                                          |
| S.Jamaludin Lycee           | Peshawar              | 2                                              | -                                          |
| Lycee Omer Sani             | Peshawar              | 4                                              | 2                                          |
| Lycee Commission.           | Monsera               | 2                                              | -                                          |
| S.J.Lycee II.               | Peshawar              | 2                                              | 2                                          |
| Lycee Mohamadia             | Peshawar              | 3                                              | 1                                          |
| Lycee Wahdat                | Peshawar              | 4                                              | 2                                          |
| Lycee H.Ali                 | Hangu                 | 3                                              | 2                                          |
| Madrasa AbuHanifa           | Haripur               | 2                                              | 2                                          |
| Lycee Mujahid               | Peshawar              | 2                                              | 2                                          |
| Lycee Al Fatha              | Bano                  | 2                                              | 2                                          |
| Lycee Abdullah<br>Ben Tariq | Mansera               | 4                                              | 1                                          |
| Total                       |                       | 40                                             | 26                                         |

APPENDIX VIII  
TABLE 2

THE LANGUAGE TEACHER TRAINING PROGRAM  
Teacher Training for Secondary Schools and Outreach Programs

| English            | 1987 | 1988 | Year to Date | Program to Date |
|--------------------|------|------|--------------|-----------------|
| Hours provided     | 20   | 65   | 131          | 216             |
| Teachers Attending | 50   | 50   | 26           | 126             |
| Dari/<br>Pushtu    |      |      |              |                 |
| Hours Provided     | -    | 30   | 36           | 66              |
| Teachers Attending | -    | 7    | 40           | 47              |

TABLE 3

| Location             | Date Started | No. students assisted |      |              |                 |
|----------------------|--------------|-----------------------|------|--------------|-----------------|
|                      |              | 1987                  | 1988 | Year to Date | Program to Date |
| Khurasan             | 10/87        | 72                    | 190  | 173          | 200             |
| Nasir Bagh           | 9/87         | 85                    | 285  | 414          | 664             |
| Shamshatoo           | 12/88        | --                    | 85   | 200          | 210             |
| Bada Bir             | 8/88         | --                    | 64   | 98           | 125             |
| Experimental School  | 2/89         | --                    | --   | 140          | 140             |
| Afghan Trauma Center | 5/89         | --                    | --   | 57           | 57              |
| Afghan Colony        | 9/87         | 50                    | 150  | 396          | 404             |
| Bagh Banan           | 8/89         | --                    | --   | 30           | 30              |
| IMC                  | 8/89         | --                    | --   | 38           | 38              |
| Total                |              | 207                   | 774  | 1540         | 1858            |

## APPENDIX IX

## TABLE 1

THE LYCEE MALALAI  
Statistics - July-September 1989

| CLASS      | NUMBER OF CLASSES | ENROLLMENT |
|------------|-------------------|------------|
| 12         | 1                 | 24         |
| 11         | 1                 | 23         |
| 10         | 1                 | 36         |
| 9          | 1                 | 40         |
| 8          | 2                 | 43         |
| 7          | 1                 | 29         |
| Sub-total  | 7                 | 195        |
| Pre-school | 2                 | 40         |
| Total      | 9                 | 235        |

Principal = 1

Administrative Assistant = 1

Number of teachers =15

Support staff:

messengers, etc. = 4

guards = 5

driver = 1

cleaner = 1

---

 Total 10

APPENDIX X  
TABLE 1

MOTHER -CHILD CARE PROGRAM  
Statistics - July-September 1989

HANGU MCC PROJECT (KAHI CAMP)

| <u>Average Number of Children<br/>Attending per Day</u> | <u>Classes<br/>per Day</u> | <u>Other Activities<br/>Provided</u> |
|---------------------------------------------------------|----------------------------|--------------------------------------|
| 60 (30% girls/70% boys)                                 | 4                          | 8                                    |

Staff

Teachers: 1 Full-time (Project Manager/Educator)  
2 Part-time (Childcare/Health Educator)

EARLY CHILDHOOD EDUCATION TRAINING PROJECT (PESHAWAR)

Classes for Afghan Women

| <u>Students<br/>Per Day</u> | <u>Classes<br/>Average</u> | <u>Test Score</u> | <u>Passed</u> | <u>Failed</u> |
|-----------------------------|----------------------------|-------------------|---------------|---------------|
| 12                          | 3                          | 90%               | 12            | 0             |

Preschool

| <u>Students</u> | <u>Activities<br/>Per Day</u> |
|-----------------|-------------------------------|
| 23              | 8                             |

Staff

Teachers: 1 Full-time (Senior Teacher Trainer)  
3 Part-time (2 for women's classes/1 for preschool)

Translators: 1 Full-time  
(Resource 1 Part-time  
Development)

Administration: 2 Full-time (for Kahi and Peshawar)

In-Service Training

| <u>Hours</u> | <u>Participants</u> | <u>PTH*</u> | <u>Location</u> | <u>Topic</u>                     |
|--------------|---------------------|-------------|-----------------|----------------------------------|
| 4            | 16                  | 64          | Peshawar        | Storytelling for<br>Children     |
| 2            | 3                   | 6           | Hangu           | same                             |
| 3            | 3                   | 9           | Hangu           | Interactive<br>Lesson Techniques |
| <u>9</u>     | <u>22</u>           | <u>79</u>   |                 |                                  |

\* PTH = Participant Training Hours

## APPENDIX XI

TABLE 1

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
 Summary of Seminar Participants - July 22-August 23, 1989

| Mujahiden<br>Resistance<br>Parties &<br>Agencies | Mahaz | Harakat<br>Inqilab<br>Islami<br>Afghan-<br>istan | Ettehad | Jamiat | Hezb | Comm.<br>for<br>Afghan<br>Refu-<br>gees | Afghan<br>Nation-<br>al Lib-<br>eration<br>Front | Hezb<br>Islami<br>(Haqni) | Total |
|--------------------------------------------------|-------|--------------------------------------------------|---------|--------|------|-----------------------------------------|--------------------------------------------------|---------------------------|-------|
| Type<br>Of<br>Seminars                           |       |                                                  |         |        |      |                                         |                                                  |                           |       |
| Beginner                                         | 3     | 3                                                | 2       | 6      | 6    | 2                                       | 1                                                | 2                         | 25    |
| Advance-I                                        | 1     | 1                                                | .       | 2      | 4    | 2                                       | 1                                                | .                         | 11    |
| Advance-II                                       | 4     | .                                                | .       | 2      | .    | 1                                       | .                                                | .                         | 7     |
| Total                                            |       |                                                  |         |        |      |                                         |                                                  |                           | 43    |

APPENDIX XI  
TABLE 2

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Results of Seminar Evaluation Tests

| In Service Teachers<br>From Schools in | Seminars<br>Conducted | Average test score increase (%) |           |            |
|----------------------------------------|-----------------------|---------------------------------|-----------|------------|
|                                        |                       | Beginner                        | Advance-I | Advance-II |
| Peshawar                               | June 18-<br>July 13   | 80.0                            | 89.3      | 52.0       |
| Outskirts Of<br>Peshawar               | July 22<br>August 23  | 82.2                            | 101.0     | 80.6       |

## APPENDIX XI

TABLE 3a

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Results of Seminar - June 18-July 13, 1989

| Type of Seminar | Math      |      | % incr. | Geometry      |      |         | Physics      |      |         |
|-----------------|-----------|------|---------|---------------|------|---------|--------------|------|---------|
|                 | Math Test |      |         | Geometry Test |      | % incr. | Physics Test |      | % incr. |
|                 | I         | II   |         | I             | II   |         | I            | II   |         |
| Advance II      | 45.7      | 88.7 | 4.1     | 57.1          | 91.8 | 59.1    | 55.0         | 93.1 | 69.3    |
| Advance I       | 23.6      | 76.6 | 24.5    | 40.5          | 68.5 | 69.3    | 34.0         | 73.7 | 116.8   |
| Beginner        | 37.9      | 76.4 | 01.4    | 26.0          | 44.5 | 71.0    | 37.0         | 69.5 | 115.0   |

| Type of Seminar | Chemistry |      |         | Biology |      |         | Methodology |      |         |
|-----------------|-----------|------|---------|---------|------|---------|-------------|------|---------|
|                 | Test      |      | % incr. | Test    |      | % incr. | Test        |      | % incr. |
|                 | I         | II   |         | I       | II   |         | I           | II   |         |
| Advance II      | 54.2      | 75.8 | 40.0    | 45.3    | 53.4 | 16.6    | 58.1        | 76.9 | 33.0    |
| Advance I       | 29.5      | 52.5 | 77.0    | 58.3    | 67.7 | 16.2    | 56.4        | 74.5 | 32.2    |
| Beginner        | 34.5      | 65.5 | 89.5    | 32.9    | 59.6 | 81.7    | 58.4        | 71.0 | 21.6    |

APPENDIX XI  
TABLE 3b

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Results of Seminar - July 22-August 23, 1989

| Type of Seminar | Math      |      |         | Geometry      |      |         | Physics      |      |         |
|-----------------|-----------|------|---------|---------------|------|---------|--------------|------|---------|
|                 | Math Test |      | % incr. | Geometry Test |      | % incr. | Physics Test |      | % incr. |
|                 | I         | II   |         | I             | II   |         | I            | II   |         |
| Advance II      | 18.3      | 64.2 | 250.6   | 40.0          | 62.8 | 57.1    | 53.4         | 80.0 | 50.0    |
| Advance I       | 37.0      | 62.7 | 69.7    | 34.4          | 72.2 | 109.5   | 56.3         | 83.7 | 48.5    |
| Beginner        | 30.0      | 60.4 | 101.0   | 42.1          | 60.2 | 42.9    | 37.0         | 60.3 | 62.9    |

| Type of Seminar | Chemistry |      |         | Biology |      |         | Methodology |      |         |
|-----------------|-----------|------|---------|---------|------|---------|-------------|------|---------|
|                 | Test      |      | % incr. | Test    |      | % incr. | Test        |      | % incr. |
|                 | I         | II   |         | I       | II   |         | I           | II   |         |
| Advance II      | 51.3      | 76.5 | 49.1    | 37.1    | 48.5 | 30.7    | 56.4        | 82.1 | 45.5    |
| Advance I       | 14.6      | 45.9 | 214.3   | 39.5    | 54.0 | 36.5    | 27.0        | 61.5 | 127.7   |
| Beginner        | 26.7      | 66.6 | 149.4   | 38.8    | 66.2 | 70.7    | 43.2        | 74.4 | 72.2    |

## APPENDIX XI

TABLE 4

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Textbooks Prepared by TTT as of September 30, 1989

| Grade<br>Subject | 7                                                     | 8           | 9           | 10                 | 11          | 12          |
|------------------|-------------------------------------------------------|-------------|-------------|--------------------|-------------|-------------|
| Biology          | P *<br>D *                                            | P *<br>D +  | D *<br>P xx | geology<br>instead | D *<br>P xx | D *<br>P xx |
| Chemistry        | P *<br>D *                                            | P *<br>D *  | P *<br>D +  | P *<br>D +         | P *<br>D xx | P *<br>D xx |
| Geometry         | P **<br>D *                                           | P *<br>D +  | D *         | D +                | D *         | D x         |
| Math             | P *<br>D *                                            | P *<br>D xx | P *<br>D xx | P xx<br>D *        | D +         | D *         |
| Physics          | P *<br>D *                                            | P +<br>D *  | P xx<br>D * | D *                | D *         | D *         |
| Geology          | geology is taught<br>only in 10th grade               |             |             | P *<br>D xx        |             |             |
| Trigonometry     | trigonometry is taught only<br>in 11th and 12th grade |             |             |                    | D x         | D x         |
| Laboratory       | +                                                     | +           | +           |                    |             |             |

\* Printed

\*\* Under Printing

+ Under Calligraphy

++ Under Review

x Under Writing

xx Under Translation

D Dari Language

P Pushto Language

APPENDIX XI  
TABLE 5

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Textbooks Printed - July-September 1989

|                    |                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Books<br>Printed   | 5000 Copies of Geometry for grade 9th (Dari) have been printed<br>3000 Copies of Physics for grade 11th (Dari) have been printed<br>3000 Copies of Biology for grade 12th (Dari) have been printed                                                                                                                                                                                                     |
| Subtotal           | 11000                                                                                                                                                                                                                                                                                                                                                                                                  |
| Books<br>Reprinted | 5000 Copies of 7th grade Biology (Pushto) have been reprinted<br>5000 Copies of 7th grade Chemistry (Pushto) have been reprinted.<br>5000 Copies of 7th grade Physics (Pushto) have been reprinted.<br>3000 Copies of 10th grade Chemistry (Pushto) have been reprinted<br>3000 Copies of 11th grade Biology (Dari) have been reprinted.<br>3000 Copies of 12th grade Math (Dari) have been reprinted. |
| Subtotal           | 24000                                                                                                                                                                                                                                                                                                                                                                                                  |
| Total              | 35000                                                                                                                                                                                                                                                                                                                                                                                                  |

APPENDIX XI  
TABLE 6

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Progress in Grades 7-12 Math and Science Textbooks

| TEXTBOOK                     | PRINTED<br>CURRENT QUARTER | PRINTED<br>YEAR TO DATE |
|------------------------------|----------------------------|-------------------------|
| <u>Grade 7</u>               |                            |                         |
| Math - Pushto<br>- Dari      |                            | 3000                    |
| Geometry - Pushto<br>- Dari  |                            |                         |
| Biology - Pushto<br>- Dari   | 5000                       | 8000<br>3000            |
| Chemistry - Pushto<br>- Dari | 5000                       | 8000<br>3000            |
| Physics - Pushto<br>- Dari   | 5000                       | 8000                    |
| <u>Grade 8</u>               |                            |                         |
| Math - Pushto<br>- Dari      |                            | 3000                    |
| Geometry - Pushto<br>- Dari  |                            | 3000                    |
| Biology - Pushto<br>- Dari   |                            | 3000                    |
| Chemistry - Pushto<br>- Dari |                            | 3000<br>3000            |
| Physics - Pushto<br>- Dari   |                            | 3000                    |
| <u>Grade 9</u>               |                            |                         |
| Math - Pushto<br>- Dari      |                            | 3000                    |
| Geometry - Pushto<br>- Dari  | 5000                       | 5000                    |
| Biology - Pushto<br>- Dari   |                            | 3000                    |
| Chemistry - Pushto<br>- Dari |                            | 3000                    |
| Physics - Pushto<br>- Dari   |                            | 3000                    |

(Table 6, Cont.)

| TEXTBOOK                        | PRINTED<br>CURRENT QUARTER | PRINTED<br>YEAR TO DATE |
|---------------------------------|----------------------------|-------------------------|
| <b><u>Grade 10</u></b>          |                            |                         |
| Math - Pushto<br>- Dari         |                            | 3000                    |
| Geometry - Pushto<br>- Dari     |                            |                         |
| Geology - Pushto<br>- Dari      |                            | 3000                    |
| Chemistry - Pushto<br>- Dari    | 3000                       | 3000                    |
| Physics - Pushto<br>- Dari      |                            | 3000                    |
| <b><u>Grade 11</u></b>          |                            |                         |
| Math - Pushto<br>- Dari         |                            |                         |
| Geometry - Pushto<br>- Dari     |                            |                         |
| Trigonometry - Pushto<br>- Dari |                            |                         |
| Biology - Pushto<br>- Dari      | 3000                       | 3000                    |
| Chemistry - Pushto<br>- Dari    |                            | 3000                    |
| Physics - Pushto<br>- Dari      | 3000                       | 3000                    |
| <b><u>Grade 12</u></b>          |                            |                         |
| Math - Pushto<br>- Dari         | 3000                       | 3000                    |
| Geometry - Pushto<br>- Dari     |                            |                         |
| Trigonometry - Pushto<br>- Dari |                            |                         |
| Biology - Pushto<br>- Dari      | 3000                       | 3000                    |
| Chemistry - Pushto<br>- Dari    |                            | 2000                    |
| Physics - Pushto<br>- Dari      |                            | 3000                    |
| Dari Grammar                    |                            | 1000                    |
| <b>TOTAL</b>                    | <b>35,000</b>              | <b>101,000</b>          |

APPENDIX XI  
TABLE 7

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Summary of Textbooks Supplied to Refugee Schools

**A: PAKISTAN**

| <u>PARTY</u>                                             | <u>No. OF TEXTBOOKS</u> |
|----------------------------------------------------------|-------------------------|
| Liberation Front of Afghanistan                          | 33                      |
| National Islamic Front Of Afghanistan                    | 538                     |
| Hezb-Islami Afghanistan                                  | 3,942                   |
| Ettehad Islami Afghanistan                               | 314                     |
| Harakat Inqilab Islami Afghanistan<br>(Mulavi Mohammadi) | 275                     |
| Harakat Islami (Mulavi Nasrullah)                        | 10                      |
| Ettehad Islami (Qazi Amin)                               | 1,211                   |
| Jamiat Islami Afghanistan                                | 1,486                   |
| Interim Government                                       | 24                      |
| <br><u>INDEPENDENT SCHOOLS</u>                           |                         |
| Nahid Shahid Lycee                                       | 168                     |
| Istiqlal Lycee                                           | 229                     |
| Jalaluddin Balkhi School                                 | 225                     |
| <br><u>NGOs</u>                                          |                         |
| ARC                                                      | 30                      |
| Muslim Aid                                               | 1                       |
| SOS PG/Belgium                                           | 23                      |
| Swedish Committee                                        | 26 + 16 charts          |
| VITA                                                     | 9                       |
| ICRC                                                     | 14                      |
| Experimental School (IRC)                                | 606                     |
| TTT (IRC)                                                | 2,406                   |
| ELP (IRC)                                                | 24                      |
| C. E. (IRC)                                              | 17                      |
| T.I (IRC)                                                | 29                      |
| IRC Main Office (For New York)                           | 24                      |
| C.S (IRC)                                                | 170                     |
| Printing Press (IRC)                                     | 8                       |
| HERC (IRC)                                               | 2                       |
| Commissionerate For A/R                                  | 10,100 on payment       |
| Commissionerate For A/R (Individual)                     | 62                      |
|                                                          | -----                   |
| Total in Pakistan                                        | 22,006                  |

(Cont. on next page)

(Table 7, Cont.)

**B: AFGHANISTAN**

**National Islamic Front**

Shahid Suliman Lycee (Parwan) 270

**Hezb-Islami Afghanistan**

Jabhah-i-Shahid Islam Pal (Ghazni) 140

Shahid M.Arif (Ghazni) and  
M.Osman Tagab (Parwan) 780

Hamid Shahid Lycee Chayab (Takkar) 320

**Jamiat Islami Afghanistan**

Representative of Education  
(In Herat & Iran) 195

Total in Afghanistan 1,705

GRAND TOTAL 23711

APPENDIX XI  
TABLE 8

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
Contract for Reprinting IRC's Textbooks by ESS for use in Secondary Schools

1. Name of the author, preface of IRC's administration and preface by the author should be kept as it is.
2. ESS can review IRC's textbooks and minor changes if any could be incorporated after written agreement of the author.
3. If ESS likes to put their symbol on the cover of the book, they can, provided the figures and shape of the cover sheet is not changed. Moreover in this case they have to acknowledge IRC's admission for reprinting of the textbooks.
4. Any printing press which is printing IRC's textbooks for ESS, have to get written permission of IRC's Teacher Training and Textbook department, before each book is printed.
5. In case all above mentioned conditions are fulfill, than IRC will allow ESS to use the butter paper for reprinting textbooks.

|                                                  |                                |                                                                      |
|--------------------------------------------------|--------------------------------|----------------------------------------------------------------------|
| Sd                                               | Sd                             | Sd                                                                   |
| Prof. A. Salam Azimi<br>representative of<br>UNO | M. Nasir<br>Director of<br>ESS | Dr. A. Wahid Hassani<br>Coordinator<br>Science and Technology<br>IRC |

## APPENDIX XI

TABLE 9

THE TEACHER TRAINING AND TEXTBOOKS PROGRAM  
School Survey Summary - July-September 1989

| Name of School                                        | Party  | Location                   | No. of students<br>In grade 7-12 | No. of students<br>In grade 1-6 |
|-------------------------------------------------------|--------|----------------------------|----------------------------------|---------------------------------|
| Abu Ayub Ansari<br>Lycee                              | Hezb   | Bajuar                     | 386                              |                                 |
| Mohammadia<br>Lycee                                   | Hezb   | Timorgara                  | 399                              |                                 |
| Sayed Jamal-<br>ludin Lycee<br>with Dormitory         | Hezb   | Peshawar                   | 1270                             |                                 |
| Sayed Jamal-<br>ludin Lycee<br>without Dormit-<br>ory | Hezb   | Peshawar                   | 1300                             |                                 |
| Shahid Dagarman<br>M.Jon middle<br>School             | Hezb   | Mansera<br>Ichrian<br>Camp | 157                              | 30                              |
| Salman-i-Fars<br>middle School                        | Hezb   | Mansera<br>khaki<br>Camp   | 41                               | 376                             |
| Qais Beni Sad<br>middle school                        | Hezb   | Shamshato<br>camp          | 90                               | 240                             |
| Numania<br>middle school                              | Jamiat | Mansera<br>Ichrian<br>Camp | 94                               | 316                             |
| Salman-i-Fars<br>middle school                        | Jamiat | Charsada<br>owtmanzi       | 37                               | 100                             |
| Abdullah-Ben<br>-i-Zaid<br>middle school              | Jamiat | Pawaka<br>Peshawar         | 27                               | 190                             |
| Wahdat-Islami<br>Lycee                                | Jamiat | Dargi<br>camp              | 105                              | 418                             |

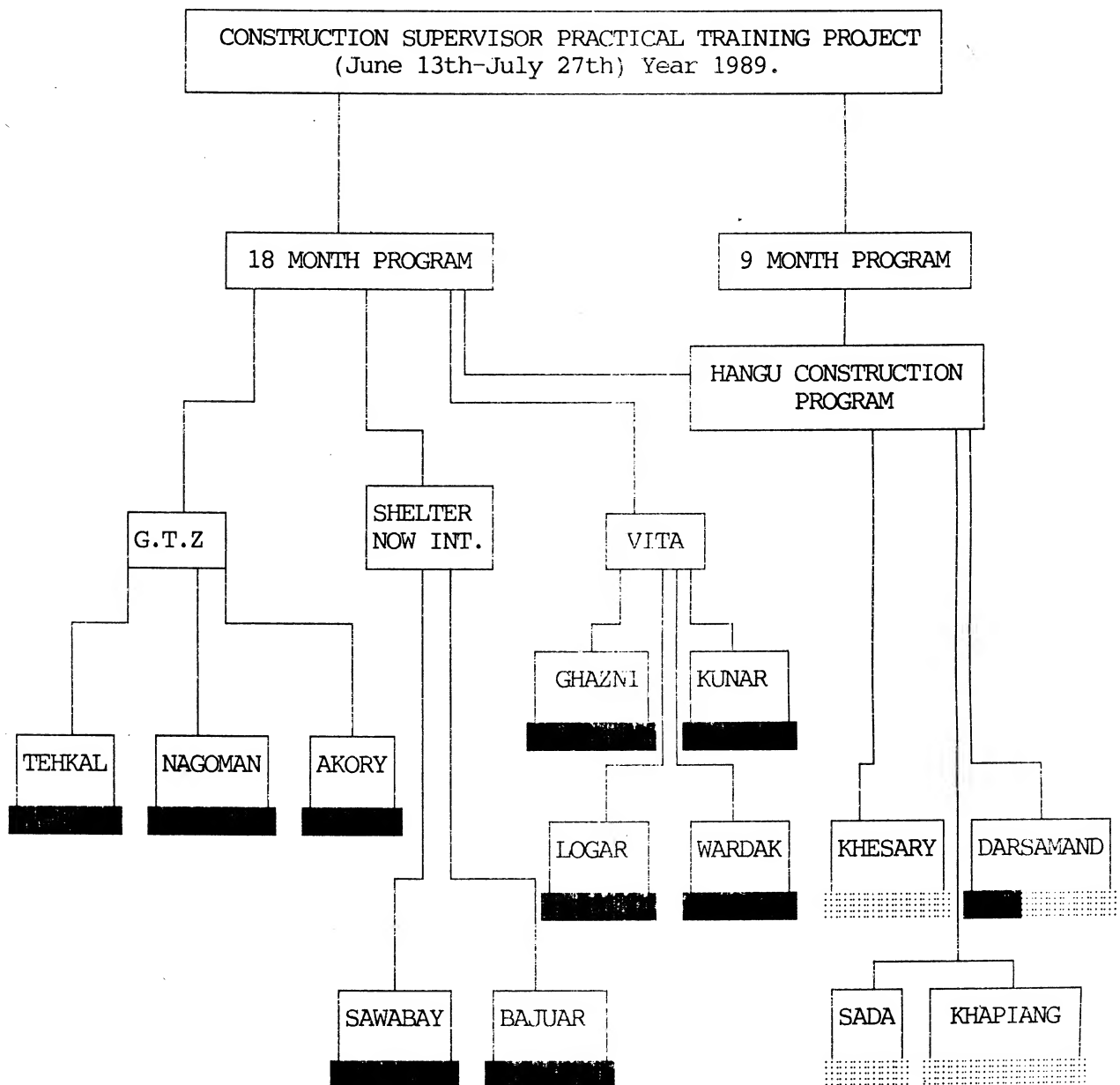
(Cont. on next page)

(Table 9, Cont.)

| Name of School              | Party   | Location                            | No. of students<br>In Grade 7-12 | No. of student<br>In Grade 1-6 |
|-----------------------------|---------|-------------------------------------|----------------------------------|--------------------------------|
| Numan Ben-i-<br>Sabit Lycee | Ettehad | Mansera                             | 298                              |                                |
| Zubir Ben-i-<br>Awan Lycee  | Ettehad | Kacha -<br>Gari<br>camp<br>Peshawar | 225                              | 360                            |

APPENDIX XII  
TABLE 1

THE CONSTRUCTION SUPERVISOR PROGRAM  
Practical Training Project



■ 18 MONTH PROGRAM

▤ 9 MONTH PROGRAM

## APPENDIX XII

### TABLE 2a

#### THE CONSTRUCTION SUPERVISOR PROGRAM Practical Training Project Report from SRP, Hangu

A group of 39 Construction Supervisor students, IRC Education Program, arrived in Hangu on 14 June, 1989, for taking part in practical work in the field. The students were divided into four groups.

1. The first group was sent to Sada Camp in Kurram Agency, where there were two UNHCR schools and additional classrooms under construction. The students worked under the supervision of the site engineer Noor Mohd.
2. The second group went to Darsamand and Khessary camps. There was also a UNHCR school and classrooms under construction.
3. The third and fourth groups were sent to different camps where the maintenance teams were busy in maintaining the different kacha schools. The students were supervised by Engineer Hafizurahman, our Maintenance Program Supervisor.
4. At the end of the program, the students were shown the construction workshop and obtained information about the different sections of the workshop by our engineer Bashir Ahmad.

#### The students activities in the field.

1. They have drawn the general plan of the site and site plan of every project. The site engineer had given them more information about the different kinds of soil.
2. They have done layout of projects in the site.
3. They have learned about sizes of foundation due to the structure of construction.
4. Our engineers have given them information about D.P.C.
5. They have done B. Brick wall 9" by themselves and have learned different sizes of walls with different kinds of mortars (cement, sand, lime and mud).
6. They have done different kinds of tapping and pointings.
7. They have done cement, sand plaster and were given information about mortars, (cement, sand plaster, lime, cement sand plaster and mud plaster).
8. Different kinds of columns (reinforced concrete columns and b. Brick columns) have been taught.
9. They have seen different kinds of lintels and beams (RCC steel, press stressed lintels and beams, and bricks are lintels).
10. They saw different kinds of slabs (RCC slabs, pre-cast slab with press stressed girders, bricks with steel girders and wooden slabs), and were given more information about the advantages and disadvantages of slabs from the economical and seismic points of view.
11. They have found more information about kacha schools and have done reconstruction of kacha schools in a better way.
12. They have been informed about the volume of foundation - brick walls, stone masonries work of foundation and done the above-mentioned items.
13. They have seen plumbing and electrical wiring and each student has done some practical work on these.

APPENDIX XII  
TABLE 2b

THE CONSTRUCTION SUPERVISOR PROGRAM  
Practical Training Project Certificate from GTZ

PAK-GERMAN-TECHNICAL TRAINING PROGRAMME

EXPERIENCE CERTIFICATE.

Peshawar/Pakistan  
21.8.1989  
Ref.Nr.  
1303 US

The Pak-German Technical Training Programme works under an agreement between the Government of the Islamic Republic of Pakistan and the Government of the Federal Republic of Germany regarding Vocational Training in Afghan Refugee affected areas of the N.W.F.P.

Herewith we certify that:

Mr. Mohd Aref s/o Mohd Omar

passed 6 weeks practical training in the masonry trade as a part of the IRC-Construction-Supervisor-Programme. He worked in our outside activities and has done the following work.

- a) building of foundations
- b) building of brick walls
- c) outside tipping of walls
- d) inside plastering
- e) roof sealing and plastering of roofs
- f) controlling the mixing of concrete and mortar according to the required ratio.

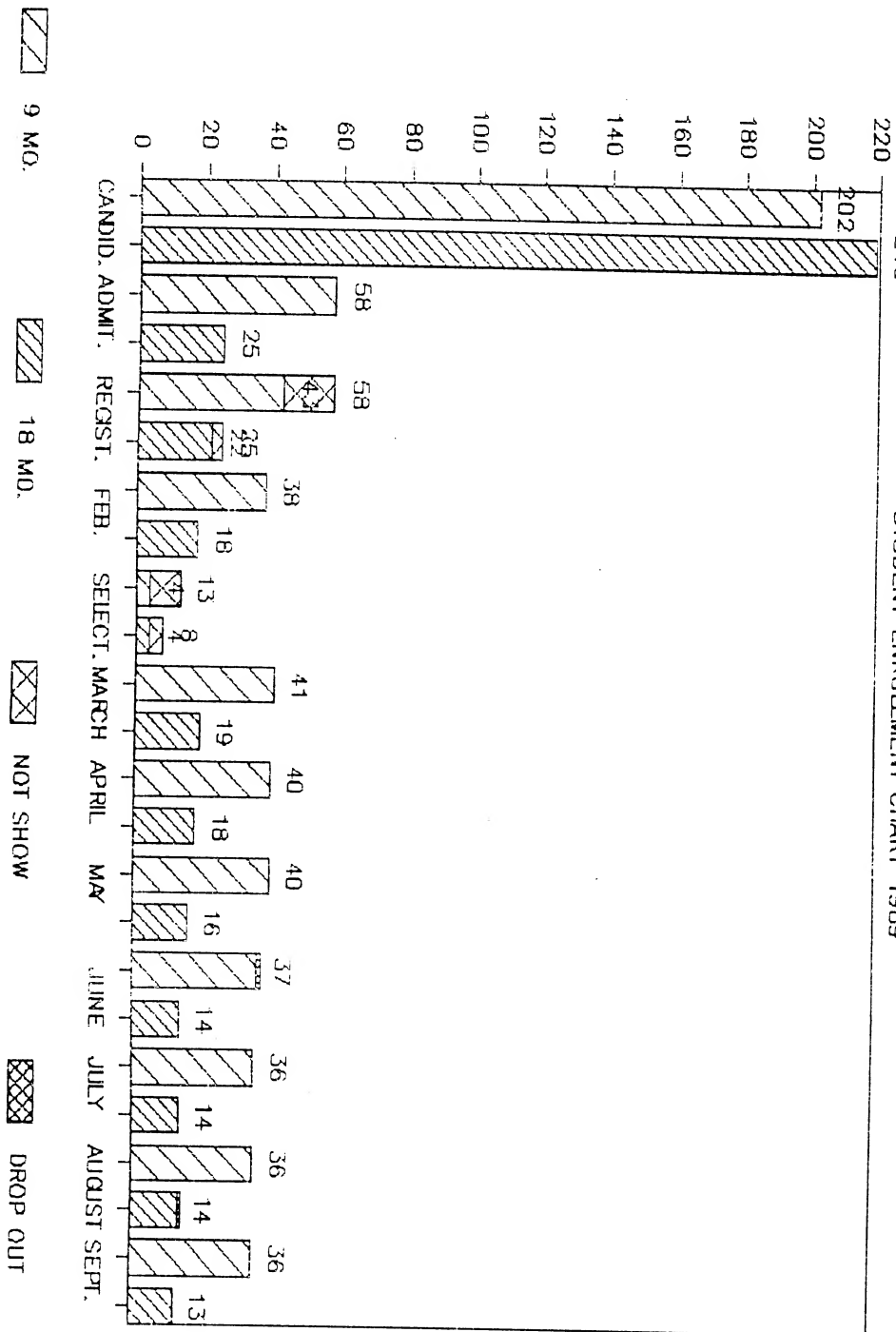
He worked under the supervision of engineers and instructors and we were very pleased with his performance, and wish him a good future as a construction supervisor.

For:  
Pak-German TTP,

Sd  
G.Marienfield.  
Project Manager

# CONSTRUCTION SUPERVISOR PROGRAM

219 STUDENT ENROLLMENT CHART 1989



## APPENDIX XIII

TABLE 1

THE CONSTRUCTION ENGINEERING PROGRAM  
Field Practical Training Apprenticeship Project

| Name Of Organization                               | No. of Students | Location                                        | Type Of Job.                                                                 |
|----------------------------------------------------|-----------------|-------------------------------------------------|------------------------------------------------------------------------------|
| Volunteer in Technical Assistance (VITA)           | 5               | Peshawar & inside Afghanistan                   | Engineering Surveying Construction and Design of minor irrigation structure. |
| Save The Children (USA)                            | 2               | Mansera                                         | Road Construction                                                            |
| Pak-German Technical Center (GTZ)                  | 3               | Peshawar                                        | Structural Drawing                                                           |
| Danish Committee for Assistance to Afghan Refugees | 2               | Nasir Bagh Peshawar                             | Survey of Road and Wells Construction.                                       |
| Afghan Construction and Logistic Unit (ACLU)       | 4               | Chitral and inside Afghanistan (Kunar Province) | Bridge Construction                                                          |
| Self Reliance Project Of IRC Hangu                 | 4               | Hangu                                           | Construction of Clinics, BHU and Schools.                                    |
| Rehabilitation Program for Afghanistan (RPA)       | 3               | Inside Afghanistan (Paktia)                     | Survey of road Construction                                                  |

APPENDIX XIII

TABLE 2a

THE CONSTRUCTION ENGINEERING PROGRAM  
Practical Training Project Report from SRP, Hangu

August 29, 1989

Dr. A. Wahid Hassani  
Coordinator  
Science & Technology Training

Dear Sir,

Four students, of first year of your Engineering program namely:

- |                |                 |
|----------------|-----------------|
| 1. Abdul Hamid | s/o Abdul Rahim |
| 2. K.A.Sami    | s/o K. A. Wase  |
| 3. Rahmatullah | s/o Habibullah  |
| 4. Safiullah   | s/o Lal Aga     |

came here for practical work due to your letter dated July 3, 1989. For two months they have participated in the construction project of Mohammad Khoja camp primary school.

They have learned system of construction work of the school and have done the following steps:

1. They learned and practically have done the lay out of the constructed primary school.
2. They have seen system B.Brick works, cement plaster painting and tipping of the construction with all specification.
3. We have discussed with them reinforcement of Footings, beams, columns and slabs of engineering project.
4. Every one of them have drawn architectural map of constructed school with specifications.
5. They have learned how to estimate cost of the building and have discussed with them how to write the completion report of the project.

This is the short report of four students and submitted to you.

Thanks.

Sd.  
Engineer M. Yusuf  
Project Manager

cc:

Mr. Duke Miller  
SRP Coordinator

# APPENDIX XIII

TABLE 2b

## THE CONSTRUCTION ENGINEERING PROGRAM Practical Training Project Questionnaire from SRP, Hangu

Name of the student: Safiullah Name of the Organization: SRP-Construction IRC

The following information about the Construction Engineering Students during their practical training program will be useful in further improving their professional capabilities. Hence, we would appreciate your cooperation in this regard.

1. The nature (field, officer and/or others) and content (design, construction and/or others) of the programme carried out by the participants during the practical training activities in your organization.

|                                                    | Excellent | Good  |     |     |     |
|----------------------------------------------------|-----------|-------|-----|-----|-----|
| 2. Punctuality                                     | ( )       | ( x ) | ( ) | ( ) | ( ) |
| 3. Attendance                                      | ( )       | ( x ) | ( ) | ( ) | ( ) |
| 4. Ability to follow directions and accept orders. | ( x )     | ( )   | ( ) | ( ) | ( ) |
| 5. Cooperation with Superiors and/or others.       | ( x )     | ( )   | ( ) | ( ) | ( ) |
| 6. Friendliness and behavior                       | ( x )     | ( )   | ( ) | ( ) | ( ) |
| 7. Progress and accuracy in the performance.       | ( x )     | ( )   | ( ) | ( ) | ( ) |
| 8. Participation and Interest in the work.         | ( x )     | ( )   | ( ) | ( ) | ( ) |
| 9. Problem-solving abilities in Practical Work.    | ( )       | ( x ) | ( ) | ( ) | ( ) |
| 10. General success and ability in Practical Work. | ( )       | ( x ) | ( ) | ( ) | ( ) |

Would you like to recommend any changes for the practical training programs in the future? The present program is o.k

Name of the Engineer  
in charge: Abdul Khaliq

Sd.  
Signature.

APPENDIX XIV  
TABLE 1

THE EXPERIMENTAL SCHOOL OF THE SCIENCES  
Students Admitted by Region

| No. | Province  | Centre of Province | No.<br>District | No.<br>Student |
|-----|-----------|--------------------|-----------------|----------------|
| 1   | Kabul     | +                  | 7               | 7              |
| 2   | Nangarhar | +                  | 9               | 19             |
| 3   | Laghman   | +                  | 2               | 7              |
| 4   | Balkh     | -                  | 2               | 1              |
| 5   | Takhar    | -                  | 3               | 2              |
| 6   | Wardak    | +                  | 2               | 6              |
| 7   | Parwan    | +                  | 5               | 4              |
| 8   | Jorjan    | -                  | 1               | 1              |
| 9   | Kapisa    | -                  | 2               | 4              |
| 10  | Baghlan   | -                  | 4               | 2              |
| 11  | Logar     | +                  | 2               | 10             |
| 12  | Kunduz    | -                  | 2               | 2              |
| 13  | Badakshah | +                  | 3               | 3              |
| 14  | Kunar     | +                  | 5               | 6              |
| 15  | Ghazni    | +                  | 2               | 2              |
| 16  | Paktia    | -                  | 4               | 3              |
|     | Total     | 9                  | 55              | 79             |

- (+) These students who participated to the entrance examination from the center of Province.  
 (-) No one participated from Center Province.

# APPENDIX XV

## TABLE 1

### THE INTER-PARTY SCHOOLS PROGRAM Statistics - July-September 1989

| SEPTEMBER 1989     | ABU HANIFA<br>NOMAN | HAZRAT ALI | SEDDIQUE<br>AKBAR | OMAR<br>FAROOQ | HAZRAT<br>OSMAN |
|--------------------|---------------------|------------|-------------------|----------------|-----------------|
| MONITORING         | AC                  |            |                   |                |                 |
| UTILITIES PAID     |                     | P,E,W      | E,P               | W,G            |                 |
| RENT PAID          | B,BR                |            |                   |                |                 |
| SALARIES PAID      | Y                   | Y          | Y                 | Y              | Y               |
| MATERIALS PROVIDED | S                   | S          | S                 | S              | S               |

| 3RD QUARTER 1989   | ABU HANIFA<br>NOMAN | HAZRAT ALI | SEDDIQUE<br>AKBAR | OMAR<br>FAROOQ | HAZRAT<br>OSMAN |
|--------------------|---------------------|------------|-------------------|----------------|-----------------|
| MONITORING         | MEO,AC              |            |                   |                |                 |
| UTILITIES PAID     |                     | P,E,W      | E,P               | W,G,E          | E               |
| RENT PAID          | B,BR                |            |                   | BR             |                 |
| SALARIES PAID      | Y                   | Y          | Y                 | Y              | Y               |
| MATERIALS PROVIDED | S,O                 | S          | S                 | S              | S,O             |

#### KEYS:

#### MONITORING

M = math

B = biology

C = chemistry

P = physics

E = english

MEO = mid-term exam observed

FEO = final exam observed

AC = attendance checked

#### UTILITIES PAID

G = gas

W = water

E = electricity

T = telephone

#### RENT PAID

B = bus rent

BR = building rent (annual)

#### MATERIALS PROVIDED

T = textbooks

L = lab equipment

V = visual aids

S = stationary

U = uniforms

O = other

#### SALARIES PAID

Y = yes

## APPENDIX XVI

## TABLE 1

HANGU EDUCATION PROGRAM  
Statistics - September 1989

|                                | QUARTER | 1989   | 1988   |
|--------------------------------|---------|--------|--------|
| AFGHAN SCHOOLS                 |         |        |        |
| Schools assisted               | 152     | 152    | 103    |
| Boys assisted                  | 22,008  | 22,785 | 14,100 |
| Girls assisted                 | 144     | 144    | 202    |
| Total students assisted        | 22,152  | 22,929 | 14,302 |
| PRIMARY SCHOOLS/CLASSES        |         |        |        |
| Boys schools started           | ----    | 1      | 1      |
| Girls schools started          | ----    | 1      | 0      |
| Boys and girls classes started | ----    | 48     | 16     |
| Boys assisted                  | 1,405   | 1,405  | 585    |
| Girls assisted                 | 247     | 366    | 190    |
| Total students assisted        | 1,652   | 1,771  | 775    |
| ADULT LITERACY CLASSES         |         |        |        |
| Classes started                | ----    | 25     | 25     |
| Students assisted (all men)    | ----    | 535    | 525    |
| YOUTH APPRENTICES              |         |        |        |
| Youth apprentices              | ----    | 25     | 25     |
| TEACHER TRAINING               |         |        |        |
| Seminars held                  | 2       | 11     | 13     |
| Teachers trained               | 33      | 247    | 34     |
| Females trained                | ---     | 4      | 0      |
| Training manhours              | 2,886   | 10,638 | 815    |
| TOTAL STUDENTS/YOUTH ASSISTED  |         |        |        |
| Total males assisted           | 23,804  | 25,260 | 15,627 |
| Total females assisted         | 23,413  | 24,750 | 15,235 |
|                                | 391     | 510    | 392    |
| TOTAL SCHOOL VISITATIONS MADE  |         |        |        |
|                                | 58      | 668    | NA     |

## APPENDIX XVII

## TABLE 1

SMALL SCHOOL SUPPORT PROGRAM  
Statistics - September, 1989

| SCHOOLS                 | QUARTER | 1989 | 1988 |
|-------------------------|---------|------|------|
| Schools started         | ---     | 6    | 2    |
| Boys assisted           | 9       | 55   | 46   |
| Girls assisted          | 255     | 612  | 88   |
| Total students assisted | 264     | 667  | 134  |

APPENDIX XVIII

TABLE 1

HERC VISITS

The following is a list of visitors received by HERC during the period from July to September 1989:

Afghan Medical Aid - Approximately twenty-five Lady Health Visitors in training (LHVs) and their teacher were given a tour of HERC's library, media room, silkscreen and Afghan school children projects. Listings of available resources for LHV training were provided to the teacher.

Action International Contre La Faim - A french midwife from this Quetta-based organization received a tour of HERC facilities. Amongst many health oriented activities, AICF has created maternal child care clinics separated from the male-oriented clinics that offers special care to women and children.

Management Sciences for Health - Linda Taoufik, responsible for training of women's programs, visited HERC several times. She has also been very generous in offering our library various documents from MSH.

PRITECH - Dr. Susan Welsby, a medical consultant for this Islamabad organization, came by in order to share PRITECH posters on diarrhoeal management with HERC. Susan has also copied two video-cassettes for the media room on better care during diarrhoea and how to set up an oral rehydration therapy unit. Diarrhoeal management is, of course, a seasonally relevant issue at this period in time.

United Nations High Commissioner for Refugees - Dr. Andrew Smith, Health Coordinator and Dr. Joe Caraher, Repatriation Health Coordinator, visited and toured HERC.

MSF/Holland - Dr. Menno Bouna and Ms. Rita De Leter came to visit HERC along with a representative of the organization from Holland. Most recently, HERC has been able to assist in the funding of the filming of a video-cassette on the community health worker's involvement with malaria control. Rita will be spending her time working on a malaria puppet show conceived by Jennifer Brokaw, a volunteer employee working at HERC. The puppet show will be enacted by Austrian Relief Committee's players and filmed in the near future.

International Rescue Committee - Other visitors to HERC included Sarah Jackson, IRC New York's Desk Officer for Pakistan, and the Coordinator and Project Manager of IRC's Women's Health Educator Trainers Program.

The following is a list of visits made by HERC staff to other organizations working in the field of health care:

Austrian Relief Committee - Dr. Abdul Rahman Zamiani, Medical Supervisor, responsible for ARC's three basic health units in the Mardan region, accompanied the HERC Coordinator to the Gandaf camp so that she might be able to observe

ARC's "integrated" approach to provision of health care services. The clinic offers a wide range of services, including vaccination and tuberculosis control, dentistry, training for ARC's health workers, a child health clinic, work with physically and mentally handicapped patients, a children's playground where classes for young girls are offered, community health worker outreach, mobile vaccination teams, and traditional birth attendant training.

The HERC Coordinator made the following observations: Treatment of the mentally ill seemed disappointing since there did not seem much therapeutic work done beyond drug therapy; however, the program is in its early stages. The physiotherapy, however, had proved very successful. ARC training for its health workers includes materials development of their own health education materials, as well as lessons on medical terminology in English. The child health clinic had epidemiological posters up on the walls showing statistics that reflect the dramatic decline in infant and child mortality rates, as well as of incidence of infectious disease. It was interesting to see that statistics on various illness are not just collected, but also are used in planning for health programs as well as in the detection of potential health problems.

When asked what he thought was the key to the success of ARC's program, Dr. Zamani commented upon the trust generated by ARC's long-term work with the community, the small size of ARC's primary health projects, and the "integrated" approach.

Salvation Army - The HERC Coordinator was briefed on the Army's health activities within the camps by Mrs. Carol Telfer and Engineer Farhad. The Salvation Army has expressed interest for pamphlets on AID's, translated into Dari.

Afghan OB/GYN Hospital - HERC personnel visited the Afghan Ob/Gyn Clinic, which includes care for the most difficult of obstetrics cases amongst the Afghan female population. The HERC visitors were given a tour of the premises. IRC's Women's Health Educators Trainers Program has just begun short periods of health education for the two hundred or so patients and friends who wait in one area before seeing the doctor. HERC is hoping that some of its silkscreened posters and flipcharts will be utilized in this endeavor.

Since the visit the hospital has decided to make use of materials from our media room for in-service training of both nurses and doctors. Representatives from the hospital have recently visited HERC for a tour so that they might be more aware of the materials available at HERC.

International Medical Corps - HERC visited IMC in order to assess areas in which HERC could potentially be of service to IMC. IMC trains paramedics, who then return to their villages in Afghanistan to practice. The training received by the paramedics is approximately equivalent to that of physician's assistants. IMC teachers often use the HERC as a Resource Center for seeking out training materials. The most difficult problem that they face lies in refusing complicated cases to be referred to a more appropriate, but perhaps less functional, in-country facility. According to the IMC director, comparisons of epidemiological data indicate that medical problems found in the camps are very similar to those found in Afghanistan, although certain regional differences

exist.

IMC raised a concern about the need to establish a standardized curriculum amongst those organizations which train health workers. Apparently the issue of standardization, particularly in terms of the community health worker (CHW), is a major problem within the large health care community in Peshawar. This issue is also a current concern of the ACBAR Subcommittee of Health.

IRC's Hangu Medical Program - The HERC Coordinator visited IRC's Medical Program at the end of August. The purpose of the visit was to see and feel what exactly was going on inside the camps in the realm of health care, and how the HERC might be of service to the Medical Program.

The first day was spent with the Maternal Child Health (MCH) Supervisor. Visits were made to two camps. The first camp was an eight-year old camp close to Hangu. The basic health unit was very clean and there were small groups of women attending lessons on oral rehydration therapy. The second camp visited was Shin Dand, a "new arrivals" camp. The HERC Coordinator saw several children suffering from very severe malnutrition (less than 60% weight/age). The MCH Supervisor agreed that "these people needed help", and the issue of poor food distribution was brought up several times by desperate refugee mothers. Upon arrival in Peshawar, the HERC Coordinator contacted those persons responsible to investigate the matter.

The next day the HERC Coordinator, accompanied by the TBA Outreach Supervisor, attended several classes given by Pakistani LHVs involved with the TBA Outreach Program. The classes visited were attended by semi-nomadic refugees who had come to the Peshawar area from the Punjab to escape the heat. Each LHV taught a lesson under a tent with about five to six interested Afghan women students. The contact between the Pakistani staff and Afghan women was cordial, warm, and relaxed. The women seemed very interested in the lessons and the LHVs insisted upon the active participation of the group. It was a fascinating and very worthwhile experience for the Coordinator to observe the seriousness of the women hearing about basic health care concepts, whilst men chased away curious boys with a stick.

On the way home, the HERC Coordinator and the TBA Outreach Supervisor were asked by a young man to help in a nearby Afghan village. His wife had just given birth and there appeared to be some problems. Inside the tent and out of the heat the mother was surrounded by other women. The newborn looked peculiar and was swaddled in the traditional manner. After untying the cloth, the TBA Supervisor saw that the child was having problems breathing. He had a fever and bizarre convulsive movements. "I don't think this baby is going to live", she commented. It looked like tetanus. The child was obviously in pain.

This village had previously refused the five-week training for its women that the IRC Outreach Program offers. An old man screamed something in the direction of the visitors, as the father and a covered female relation carrying the baby in question followed to the car. When asked the TBA Supervisor responded that the old man had said "That these people are like donkeys, like those animals." This incident illustrated the difficulties of working in the refugee camps, and the importance of implementing programs such as the TBA Program to teach refugees

basic health concepts.

The HERC Coordinator also met with Hangu's Public Health Manager, and the engineer in charge of sanitation, to discuss the needs of Hangu's CHW, Sanitarian and Tuberculosis Control training programs.

HERC intends to increase support to the Hangu Medical Program. The HERC has recently sent twelve copies of all materials our silkscreen project has produced for the MCH program's use in each of the basic health units (BHUs). With consultation from the TBA Outreach Program staff, HERC is in the process of creating posters for the TBA Outreach Program.

IRC-Maternal Child Care - The HERC Coordinator visited MCC's Peshawar-based office in order to see part of the program in action. In the past, the HERC has created images for health education taught in the child center located in the camps. The Coordinator also collected various handouts for the library.

Save the Children Foundation (UK) - A meeting with Claire Tafts, the primary health care advisor, proved informative with regards to the SCF's system of training community health workers and disseminating preventive care information throughout the community. A second meeting is planned for September to discuss SCF's TBA training program.

Afghan Children's Hospital - When HERC staff visited the Afghan Children's Hospital the twenty beds were filled with cases of children with severe dehydration, as well as several complications caused by respiratory infections. This small, very clean and impressive hospital structure services all children of the refugee community free of charge. In this way after diagnosis, the patient is assured to receive care since there is no charge for the appropriate medicines as well as any necessary laboratory analyses. Soon after the visit HERC received a visit from Dr. Wali of the Children's Hospital who was interested in receiving our preventive health silkscreened visual aids and in visiting our media room. The hospital has preventive health education sessions with the mothers of the children, and Dr. Wali received all visual aids that the HERC has produced so far. He also received listings of all slides, audio and video-cassettes lent out to interested health care providers/trainers.

International Committee of the Red Cross - HERC's visit to ICRC was very informative and included a tour of their hospital and orthopedic workshop. HERC borrowed a copy of an ICRC video-cassette that tells the story of a young boy who lost his leg in a land-mine blast. HERC showed this film to its staff and kept a copy of the cassette for our media room to add to our documentation on land-mine awareness. The Coordinator took copies of ICRC's printed material for the HERC library.

Other Meetings - Other meetings included those with UNICEF/Afghanistan, UNHCR (United Nations High Commissioner for Refugees), MSH (Management Sciences for Health), and WHO (World Health Organization). The HERC also collaborated with the ARIC (ACBAR Resource and Information Center) which has collected documentation on health related to Afghanistan. The ARIC received printed materials from the HERC.

# APPENDIX XVIII

## TABLE 2

### HERC MATERIALS DISTRIBUTED AND SOLD

Various health education materials were distributed free of charge to health workers of Afghan Mujahideen affiliated with the following parties and organizations:

- Mahaz-i-Milli Afghanistan
- Harakat-i-Islami Afghanistan
- Hezb-i-Islami Afghanistan
- Jabha-i-Milli Nijat Afghanistan
- Itahad-i-Islami Afghanistan
- Shaurai Inqilab-i-Afghanistan
- Jamiat-i-Islami Afghanistan
- Ibne Sina-e-Balkhi Surgical and Medical Hospital
- Foreign Relations Department/Ministry of Health (AIG)
- Preventative Department/Ministry of Health (AIG)

Voluntary agencies purchasing materials or receiving them free of charge were:

- IRC RPA Program - Immunization Center in Paktia
- IRC Hangu Medical Program
- IRC Women's Health Educator Trainers Program
- IRC Women's English Language Program
- Medecins du Monde
- Health Unlimited (Quetta)
- Management Science for Health (MSH)
- Aide Medical International (AMI)
- Health Care Delivery for Afghans
- Pak-German (IRDP Mardan)
- Baluchistan Development Resource Center
- USAID
- Medical Training for Afghans (MTA)
- Sandy Gall Afghanistan APP (SGAA)
- Afghan Medical Aid
- International Medical Corps (IMC)
- Medicin Sans Frontieres (MSF)
- The Children's Hospital for Afghan Refugees (AHSOA)
- Muslim World League Islamic Relief Organization
- Save The Children Fund (UK)
- German Afghanistan Committee
- Human Concern International

APPENDIX XVIII  
TABLE 3

USE OF HERC'S LIBRARY AND MEDIA ROOM

LIBRARY

The following organizations borrowed health education materials from the HERC library during the period, July - September 1989:

IRC Women's English Language Program  
IRC Hangu Medical Program  
IRC Main Office  
IRC Women's Health Educator Trainers Program  
International Medical Corps (IMC)  
Sandy Gall Afghanistan AP (SGAA)  
The Salvation Army  
Afghan Medical Aid  
AHSOA (Afghan Health and Social Assistance Organization)  
MSH (Management Sciences for Health)  
Freedom Medicine  
GTZ Domestic Energy Saving Project  
Medecin Sans Frontieres (Holland)  
Action International Center La Fain (Quetta)  
MTA (medical Training for Afghans)  
American Embassy (Islamabad)  
Save The Children (UK)  
Human Concern International  
Save The Children Fund (US)

MEDIA ROOM

The following agencies used HERC's Media Room during the three month period:

- Afghan Aid made use of projector
- IMC borrowed assorted slides on "Child Development in the First Year", "Protein-Calorie Deficiency", "Breastfeeding Problems", "Newborn Development", and "The Management of Severe Kwashiorkor". The medic teachers borrowed the Pushto translation of the BBC's "Good Health" lessons
- A representative of MSH viewed in-house a "Better Care During Diarrhea" video-cassette
- Saudi Red Crescent borrowed the English and Dari versions of the "Prescription for Health" video-cassette
- AVICEN borrowed the projector and slides on diarrhea and rehydration, and also reviewed at HERC the TALC slides on "Learning Through Role Playing" and "Six Target Diseases"
- IRC Hangu Medical Program used the TALC slides on "Common Oral Diseases, Prevention and Emergency Care"
- AICF-Quetta borrowed the Pushto translation of the BBC's "Good Health" lessons and the "Recognize the Disease" slides and accompanying audio cassettes
- The Austrian Relief Committee borrowed "The Diarrhea Management" video-cassette

APPENDIX XIX  
TABLE 1

THE PUBLIC ADMINISTRATION PROGRAM  
MEN'S P.A. STATISTICS - SUMMER SEMESTER

| COURSE                                    | ENROLLMENT  |
|-------------------------------------------|-------------|
| Reading & Writing 1                       | 15          |
| Reading & Writing 2                       | 1           |
| English for Administration & Management   | 16          |
| English for Administration & Management 2 | Not Offered |
| Dari/Pushto                               | 11          |
| Public Administration 1                   | 5           |
| Public Administration 2                   | 6           |
| Accounting 1                              | 15          |
| Accounting 2                              | Not Offered |
| Introduction to Finance 1                 | 8           |
| Financial Analysis                        | 4           |
| Computer (6 weeks)                        | 80          |
| Typing 1 (6 weeks)                        | 42          |
| Typing 2                                  | 42          |
| Typing 3                                  | 61          |
| Typing 2/3                                | Not Offered |
| TOTAL                                     | <hr/> 321   |

APPENDIX XIX  
TABLE 2

THE PUBLIC ADMINISTRATION PROGRAM  
MEN'S P.A. STATISTICS - FALL SEMESTER

| PUBLIC ADMINISTRATION COURSES             | NO. REGISTERED |
|-------------------------------------------|----------------|
| BASIC BOOKKEEPING 1                       | 23             |
| ADMINISTRATIVE WRITING                    | 20             |
| ADMINISTRATION & MANAGEMENT 1 (2 classes) | 43             |
| ADMINISTRATION & MANAGEMENT 2             | 19             |
| DARI/PASHTO FOR ADMINISTRATION            | 15             |
| PUBLIC ADMINISTRATION 1                   | 20             |
| PUBLIC ADMINISTRATION 2                   | 15             |
|                                           | -----          |
|                                           | 152            |
| <br>TYPING & COMPUTER COURSES             |                |
| TYPING 1 (4 classes)                      | 44             |
| TYPING 2 (2 classes)                      | 22             |
| TYPING 3 (2 classes)                      | 17             |
| COMPUTER (5 classes)                      | 49             |
|                                           | -----          |
|                                           | 132            |
| <br>TOTAL ENROLLMENT                      | <br>284        |

## APPENDIX XIX

## TABLE 3

THE PUBLIC ADMINISTRATION PROGRAM  
WOMEN'S P.A. STATISTICS - JULY-SEPTEMBER 1989

| Course            | No.Class | No.Enrolled | No.Attending | No.Interested |
|-------------------|----------|-------------|--------------|---------------|
| Women's P.A.      | 3        | 61          | 57           | 189           |
| Typing & Computer | 2        | 42          | 38           | 67            |
|                   | -----    | -----       | -----        | -----         |
| TOTAL             | 5        | 103         | 95           | 256           |

| Staff                | <u>Full Time</u> | <u>Part Time</u> |
|----------------------|------------------|------------------|
| Teachers/Translators | 1                | 3                |
| Administration       | 2                | 1                |

APPENDIX XX  
TABLE 1

RURAL ASSISTANCE PROGRAM  
Financial Breakdown by PVO of the Funds Committed by RAP

| <u>PVO</u>                   | <u>District/Province</u>                                      | <u>Total Amount</u> |
|------------------------------|---------------------------------------------------------------|---------------------|
| AFRANE (a)                   | Kandahar                                                      | \$ 989,932          |
| AFGHANAID                    | Panjsher,<br>Badakhshan,<br>Salang Highway,<br>Kunduz, Takhar | 2,197,341           |
| CARE INTERNATIONAL           | Kunduz                                                        | 1,044,911           |
| MERCY CORPS<br>INTERNATIONAL | Kandahar                                                      | 249,990             |
| MERCY FUND                   | Jalalabad                                                     | 505,323             |
| SAVE THE CHILDREN<br>(USA)   | Shinky, Zabul<br>Nangarhar, Ghazni                            | 1,497,436           |
| SOLIDARITE<br>AFGHANISTAN    | Herat, Kandahar<br>Kabul, Wardak                              | 800,000             |
| TOTAL COMMITTED              |                                                               | <u>\$7,284,932</u>  |

(a) An AFRANE proposal for projects in Logar, Badakhshan and Herat for \$400,599 has been approved by RAP, and is currently pending approval by USAID. If this is approved the total amount committed to PVOs will be brought up to \$7,685,532.

